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ABSTRACT

Research from 14 Asian and Pacific countries suggests that the outcome of educational research is not sufficiently utilized by educators in those countries. Several recommendations for the development of information exchange were discussed at an educational research seminar. It was recommended that research projects be worthy and be people-oriented, and that the prospective beneficiaries and users be actively involved in the projects. One national level institute in each country should be designated as the coordinating agency for research dissemination. Personnel responsible for dissemination should be knowledgeable concerning educational perspectives and priorities in their countries and receive training in the information and computer sciences. Existing international organizations should facilitate dissemination of research information in the region, and each member country should take advantage of existing network services. A list of participants and papers delivered from each country are provided in the appendices, which make up the bulk of the report. (RM)

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UNESCO - NIER REGIONAL PROGRAMME

DISSEMINATION AND UTILIZATION OF EDUCATIONAL RESEARCH

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Report of a Regional Seminar

9 - 25 November 1983

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SUMMARY OF THE REPORT

Senior researchers from fourteen countries in Asia and the Pacific, namely, Australia, Bangladesh, China, India, Japan, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, Republic of Korea, Singapore, Sri Lanka and Thailand participated in the Regional Seminar on Educational Research with Special Reference to the Exchange of Research Outcomes in Asia and the Pacific held at the National Institute for Educational Research (NIER) of Japan from 9-25 November 1983 in Tokyo. The seminar was organized by NIER in close collaboration with the Unesco Regional Office for Education in Asia and the Pacific, Bangkok, within the framework of the Asian Programme of Educational Innovation for Development (APEID).

This seminar is a continuation of a series of seminars on educational research held in the recent years under the sponsorship of NIER in collaboration with Unesco.

While confining its deliberations on dissemination and utilization of research outcomes, it took note of the conclusions and recommendations of the previous seminars and workshops held on educational research at NIER. The seminar reviewed the present status of dissemination and utilization of research through presentation of individual papers by the participants and further discussions in plenary and group meetings.

The members of the seminar strongly felt that while educational research in the member countries is conducted with scarce national resources, the outcome of such research is not sufficiently utilized by the educational policy makers, planners, administrators, supervisory staff and teacher educators and teachers as a matter of professional practice. This general lack of concern and motivation on the part of the educational community was considered by the seminar as a major constraint in the dissemination of research outcomes. The problem of evolving and maintaining a system of collection, collation and dissemination of relevant research information in appropriate language and format to diffrent groups of prospective users

is very difficult.

The members of the seminar arrived at a general consensus regarding development and adoption of appropriate strategies by the concerned groups: individual researchers and research organizations, national organizations/authorities, and regional organizations. The seminar felt that in order to create a favourable climate for dissemination and utilization of research, research projects should be good and people oriented and the prospective beneficiaries and users should be actively involved in the formulation and implementation of such projects.

The participants agreed that in order to give a thrust to the process of dissemination and utilization of research, one of the national level institutes involved in educational research and training may be identified by the national authority in each country for further strengthening its resource base specifically with the purpose of promoting its role as coordinating agency for the dissemination of research both within the country and between the countries in the region and internationally.

Since an element of judgement and selectivity is involved in the dissemination of research information, the seminar felt that the personnel responsible for dissemination should be appropriately oriented in relation to the educational perspectives, and priorities in their respective countires under the constant guidance of the senior educational researchers and suitable professional training courses on information science and handling of hard and software may be provided. Unesco, ROEAP can play an important role in the region by organizing suitable training courses and attachment programmes for such personnel in collaboration with the concerned member countries. APEID may also facilitate dissemination of research information in the region through facilitating circulation of research abstracts, innovative project reports, evaluative studies, etc. originating in the region.

As educational research outcomes are collected, collated and disseminated by several other well known regional and international institutes and agencies, the national agencies responsible for co-ordinating research dissemination in the countries of the region may like to increasingly take advantages of the services provided by these agencies through the services of APEID network.

The members of seminar expressed their profound appreciation of the support and leadership provided by the Director General and the staff of the NIER for the success of the seminar.

Chapter I

INTRODUCTION

For the past several years, the National Institute for Educational Research (NIER) of Japan has organized a series of regional seminars and workshops on educational research in collaboration with Unesco.

In this series, the importance of ensuring the dissemination of educational research outcomes to as many users as possible within a country and sharing such information with researchers in other countries participating in the Asian Programme of Educational Innovation for Development (APEID) has been repeatedly stressed. In particular, at the Regional Workshop on the Development of Research Concerning the Implementation and Evaluation of Reforms of Educational Content and Methods organized jointly by NIER and Unesco in November 1982, the participants indicated the need for: (a) continuing efforts in the development of quality research in the region to serve as inputs to systematic policy changes, and (b) information sharing and dissemination of results of research conducted in the region.

One of the statements made at the recent workshop was: "many research results are just gathering dust in libraries. Hence, a strategy is to set up a mechanism, through which the results of research will be translated into non technical language, attractively packaged, and disseminated to policy-makers, teachers and other clients who may benefit from the findings. This strategy should be monitored to see the extent of dissemination and utilization" (NIER, 1983, p. 19)

The dissemination and utilization of research outcomes is one of the priority areas of the third programming cycle of APEID (1982–1986), and as one of immediate objectives of its Programme Area VIII, it is stated in the report of the Seventh Regional Consultation Meeting on APEID that there is a need 'To promote reflections and studies on systems and facilities, for developing research policies, co-ordinating research activities, disseminating and utilizing of research outcomes, and initiating studies

on improving the infrastructures.' (Unesco, 1981, p. 44)

In view of the importance given by APEID and by various NIER activites to the reinforcement and systematization of the sharing of educational research outputs in the region, a Regional Seminar on Educational Research with Special Reference to the Exchange of Research Outcomes in Asia and the Pacific was organized by NIER from 9 to 25 November 1983 in collaboration with ACEID, Unesco Regional Office for Education in Asia and the Pacific, Bangkok, within the framework of APEID.

Objectives of the Seminar

The objectives of the seminar were:

1) To review the current flow of information on educational research and innovation within the participating countries;
2) To indentify crucial issues and problems in information exchange of educational research outcomes and educational innovation in the region; and
3) To work out strategies for the development of information exchange of educational research outcomes and educational innovation.

Participation

The seminar was attended by sixteen participants from fourteen countries. Unesco was represented by Mr. M.A. Qureshi, Specialist in Technical and Vocational Education, Unesco Regional Office for Education in Asia and the Pacific, Bangkok. A list of all participants and the NIER Secretariat is included in Appendix I.

Inauguration

The seminar was inaugurated by Mr. T. Yokoo, Deputy Director-General of NIER, who extended his warm welcome to all the participants. In his inaugural address, he stressed the linkage between this seminar and previous seminars and workshops dealing with educational research that NIER has conducted so far.

Mr. H. Ueki, Deputy Director-General of the Science and International Affairs Bureau, Ministry of Education, Science and Culture welcomed the participants on behalf of the Ministry of Education, Science and

Culture as well as the Japanese National Commission for Unesco. He urged particularly the importance of educational research in relation to educational practice and highlighted the timeliness of the seminar.

Mr. M.A. Qureshi welcomed the participants on behalf of Unesco and thanked NIER and the Government of Japan for their continuous support and co-operation extended to Unesco and to APEID in particular.

Officers of the Seminar

At the first plenary session, the seminar unanimously elected the following office bearers:

Chairperson:	Prof. A.K. Jalaluddin	(India)
Rapporteurs:	Mr. Peter L. Jeffery	(Australia)
	Dr. Tan Wee Kiat	(Singapore)

The seminar also set up a drafting committee comprising of the officers of the seminar, and Dr. S.A. Chowdhury (Bangladesh), Mr. Ashari bin Che Mat (Malaysia), Mr. John E. Watson (New Zealand) and Prof. W.A. de Silva (Sri Lanka) for preparing a draft final report of the seminar.

Work of the Seminar

In the first few plenary sessions, the seminar discussed individual papers presented by participants. Their papers covered the following topics:

1) Processes and mechanisms adopted by a given institution in disseminating educational research outcomes produced by the institution to users within the country and to those in Asia and the Pacific;
2) Processes and mechanisms adopted by a given institution in collecting outputs of educational research produced by other institutions within the country in question and this region;
3) Processes and mechanisms adopted by a given institution in collecting information on educational innovation implemented both within and outside the country and in disseminating the information thus collected to researchers/practitioners/policy-makers within the country; and
4) Existing mechanisms for exchanging the research outcomes and information on educational innovation with other countries in Asia and the Pacific.

In the following sessions, the seminar synthesized participants' experiences and analyzed problems and issues. The seminar also developed possible and alternative strategies in respect of the development and improvement of structures, processes and linkages for facilitating the dissemination and utilization of educational research outcomes within the countries as well as in the region of Asia and the Pacific.

The Report

A draft report was presented at the concluding session of the seminar and was adopted with some modifications. The suggested modifications and corrections have been incorporated in this final report.

References

1. NIER, Research and Educational Reform: Problems and Issues, and Strategies for Resolving Them, NIER, Tokyo, 1983

2. Unesco, Towards the Thrid Cycle of APEID (Seventh Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, June 1981), Unesco, Bangkok, 1981

Chapter II

PRESENT STATUS, PROBLEMS AND ISSUES

It is generally recognized that research in education cannot achieve its full impact unless it is disseminated beyond fellow researchers to users such as policy-makers, educationists and the interested public. The process of dissemination to potential users, however, is not always a smooth one even in countries where research is pursued with vigour and rigour. The impediments to dissemination vary from country to country and the purpose of this chapter is to review the present status of the dissemination process and to try to identify the problems and issues that arise. The substance of this chapter is based on the papers, presentations and discussions initiated by each country participant.

In order to facilitate the presentation of the information and to reveal possible trends and patterns the seminar participants adopted an arbitrary classification for discussion purposes. Figure 1 represents the grid that was used.

The categories of Review of Status, Identification of Problems and Development of Strategies basically correspond to the medical analogy of Description, Diagnosis and Prescription. The first two categories, Review and Identification, will be discussed in this chapter while Development of Strategies deserves a separate chapter to itself.

Figure 1. **Matrix Classification of Information Exchange**

	INFORMATION EXCHANGE		
	REVIEW of Present Status	IDENTIFICATION of Problems and Issues	DEVELOPMENT of Strategies
INFRASTRUCTURE Institutional National Regional			
PROCESSES Collection Collation Dissemination Alternative means			
LINKAGES Media Methods Language Alternative means			
OTHERS Dissemination research Inter-disciplinary information exchange			
	DESCRIPTION	DIAGNOSIS	PRESCRIPTION

Key: ▨ : Chapter II ▩ : Chapter III

Guideline Questions for Review of Individual Papers

Questions related to the present status of educational research and dissemination arose from the presentation of the individual papers of each participating country. The questions which are set out below were considered by participants in reviewing their papers. Individual papers are included in Appendix II.

1. Is your institution the national co-ordinating body for research and dissemination?

2. Who is the intended audience for your dissemination and what is the medium of communication, that is, how do you tailor the communication to suit the level of the audience?

3. Does you institution (or a related institution) conduct research into the effectiveness of the dissemination process?

4. Is there a system of collecting documents and reports of research, for example, data base, archives of the national library, voluntary indexing?

5. What resources (manpower, facilites, funds) do you have to help facilitate the exchange of information on educational research and development?

6. Do you use in-service training of teachers/educators as a means of disseminating research to other teachers/educators?

7. Do you allow other institutions/persons to freely make copies of your publications?

8. How would you optimally utilize the resources of international agencies (Unesco, APEID, etc.) in the collection and dissemination of research outcomes for your institution/country?

9. What are the major problems and issues encountered in the exchange of information on educational outcomes?

Refined List of Dissemination Problem Areas

Following further discussion the group prepared the refined list of research dissemination problem areas below:

1. Lack of motivation among users of research;
   - 1.1) teachers/principals/inspectors/curriculum advisors
   - 1.2) public
   - 1.3) policy makers

2. Language barriers in communication a) within and b) between countries; appropriateness of language for user groups

3. Lack of co-ordinating (agency) within country

4. Lack of awareness and under utilization of national and international sources (Unesco, APEID, and others);
   - 4.1) publications
   - 4.2) network of information
   - 4.3) non-formal linkages

5. Information flow;
   5.1) unsystematic
   5.2) sporadic
   5.3) selectively biased
   5.4) limited

   within country and reigon

6. Shortage of qualified manpower in collection, collation and dissemination:
   6.1) information retrieval operatives
   6.2) synthesizing scientific officers
   6.3) media utilization experts

7. Socio-economic and political constraints for research and dissemination:
   7.1) cultural context of research including cultural barriers to acceptance of it
   7.2) political sensitivities
   7.3) limitation of resources in a country

The seminar divided into two working groups to discuss these items in detail and then re-convened to share and exchange views and their experiences.

The observation of the groups and their conclusions are given in the following pages.

Research Dissemination Experiences

A: INFRASTRUCTURE

Institutional

The institutions represented in this seminar are similar in the sense that they are all engaged in educational research and dissemination. But they differ in several ways. Some institutions are centrally controlled and directly answerable to the respective Ministry of Education while others are government-funded but relatively autonomous in their operations. While certain institutions are solely concerned with educational research, other institutions have additional responsibilities for educational planning, training in educational management or teacher training. Some institutions (for example, ACER, KEDI, NZCER, NCERT) also produce books, tests, periodicals and teaching materials for sale. A general feeling among the participants is that the exchange of information on educational research

between institutions within and between countries sometimes suffered such limitations as being unsystematic and sporadic.

National

In some countries of the region several agencies are engaged in educational research. In some countries it is observed that the Ministry of Education undertakes the task of disseminating research outcomes only to education personnel in its fold (teachers, principals, inspectors, curriculum developers, etc.). Since no co-ordinating agency exists for dissemination of educational research each institution in its own way, depending on the availability of manpower and resources, conducted its own dissemination.

Regional

Several regional organizations in the Asian and Pacific area are engaged in educational research and development matters. These organizations include.

- UNESCO (United Nations Educational, Scientific and Cultural Organization)
- APEID (Asian Programme of Educational Innovation for Development)
- SEAMEO (South-east Asian Ministers of Education Organization)
  - INNOTECH (Regional Centre for Educational Innovation and Technology: Philippines)
  - RECSAM (Regional Centre for Education in Science and Mathematics: Malaysia)
  - RELC (Regional Language Centre: Singapore)
- RIHED (Regional Institute for Higher Education and Development)

Many participants felt that the services and facilities offered by these organizations are not fully tapped. To do so, institutions and countries conducting research need to be connected to the information exchange networks provided by the regional organizations. Participants' discussion centred on an analysis of the causes of this under-utilization. Basically there are two causes: a lack of awareness of the workings of the regional organizations and a lack of effort in spreading to other institutions within the country of information obtained from the regional organization.

B: PROCESSES

Collection

In each country repesented at this Seminar there are several institutions engaged in educational research and innovation: the Ministry of Education (or its equivalent), universities and autonomous institutions. The need to develop a mechanism of collecting the research outcomes from the institutions that was economical, comprehensive and prompt was obvious but not easy to achieve. Each institution, and some do it better than others, looks after the collection of research outcomes in its own way as there is no agency that has taken on, or is mandated to take on, the job of co-ordinating the collection of the results of educational research and innovation.

Collation

It was agreed that the collection of data should not be an end in itself. For the research outcomes to be useful there is a need to collate and disseminate the results. When collating the information the needs of the potential users are to be kept in view. The needs of researchers are different from those of policy-makers, educators,and the public. Plicy-makers, teachers and the public need to have the research outcomes collated and presented in a way that is brief yet comprehensive, free from technical jargon and attractively presented. Participants agreed that not all researchers had skills in collating educational information and that there was a lack of professionals with such skills.

Dissemination

Even where collection and collation resources and facilities are available there is still a need to get the information delivered to the end-users such as teachers. The case of SET (New Zealand and Australia) and REACT (Singapore) was ca case in point. These publications contained summaries of research, attractively written and packaged, that would be of use to classroom teachers. Although available at nominal costs these publications are not taken advantage of by many teachers.

Even where dissemination reaches the full audience it is meant for, there is a further problem. How many people read with care, if they care to read, the publications they have received? Thus, the identification of the problems associated with collection, collation and dissemination needs to have another aspect added – What is the actual effect of collection, collation and disseminatiion?

C: LINKAGES

To facilitate the process of collection, collation and dissemination, certain factors, or linkages, need to be present. These factors include media, methods, language and alternative means. In the group discussions language issues recurred.

Language barriers in communication within and between countries

The foremost problem experienced in utilizing established research dissemination linkages both within and between countries in the region is that of language barriers to communication. Even in countries where there is one predominant language there is a need to adpt or modify for various user groups. Communication of information between countries is seriously inhibited by lack of translation due to limited capacity and high costs associated with translating facilities. Suggestions will be made later in this report for additional attention and resources to be devoted at a regional level.

Language barriers in communication to specific user groups

A special aspect of the language problem in research dissemination is the difficulty in preparing documents and other materials in a form and with language appropriate for various user groups such as policy makers, educators (including principals and teachers) and the public. Some countries have developed special publications for various audiences. Others have chosen to disseminate policy decisions based on research findings via mass media. Many participants noted a corollary to this problem, namely the lack of motivation of many potential users to pay attention to publications.

Socio-economic and political constraints for research dissemination

Many participants expressed concern over the consequences of simplistic approaches to dissemination of research which do not take cognizance of the cultural context of recipients. It is necessary to recognize cultural barriers to the acceptance of research in some situations and to exercise sensitivity in promulgation of results. There will be a higher likelihood of success in acceptance of findings where all aspects of the local environment are accommodated. Such accommodation will include involvement of representatives of groups in the coummunity whose interests are involved in the research. There is less likelihood of rejection of results where potential users are closely involved from the inception of the work.

Lack of awareness and under utilization of national and regional services

Participants expressed concern over some apparently less than optimal capitalization on the extensive efforts of regional organizations and particularly APEID. Valuable publications, networks for information exchange and non-formal links for dissemination exist and are available for development but in some countries and between countries there are problems of information flow. Participants agreed that the work of APEID is extremely useful but were concerned that its work should be made more well known.

Development of manpower resources

Shortages of skilled manpower are inhibiting full development of potential in aspects of information retrieval, synthesizing and integrating information, and utilization of media. A lack of suitably qualified staff and a career structure for such staff undermines the process of dissemination.

Media

There appears to be a common problem in dealing with the public media, press, radio and television, partly due to the conflict between newsworthiness demands versus the dispassionate data-based knowledge statements valued by researchers. Participants reported a lack of a skilled cadré of researchers who also have training in journalism and media handling, to assist with popularization (without distortion) of the factual content of research work. Media use for dissemination is seldom considered from the outset of projects. Most countries rely more or less exclusively on print media supplemented by conferences, seminars and workshops. In some countries efforts are concentrated on informing policy makers. The more responsible media have developed speciality programmes and interest pages to focus on education.

Methods

Most participants refered to a variety of forms of communication in discussing their dissemination efforts and problems. Oral information transmission suffers the logistical and economic difficulties of assembling people but yet is overwhelmingly favoured by all groups of research consumers and many researchers, especially when discussing research outcomes. However the researchers by dint of training and inclination often use written forms of communication. Printed material is considerably used by all nations in dissemination although effectiveness and appropria-

teness is questioned by many. Various electronic systems are now being utilized to a greater or lesser degree by members of the research community and several countries are making considerable use of computerized information systems. National and international bibliographic services are in various stages of development in the region.

Lack of motivation among users of research

Participating countries share a common frustration with the difficulties experienced in motivating various possible clients for research outcomes. There appears to be some reluctance of teachers, principals and other educators to devote sufficient time to reading research as it is currently presented. A further problem was reproted in the inability on the part of some policy makers and administrators to acquire research information. In some countries the public is little inclined towards research-based decision making. In none of the foregoing cases was it expected that anyone else except educational researchers owned the problem. Accordingly, participants are intent on developing strategies to encourage and facilitate attitude change by all these groups.

D: OTHERS

Information overload

Some discussion occured on the matter of information overload for all actual and potential users of research. It seems that some people are receiving so many documents that there is dificulty in coping with the volume. This is in marked contrast to the plight of other actual or potential users. The problem appears to be related to the need for a gate-keeper to selectively channel relevant information to those able to utilize it.

Research into dissemination

A number of countries reported the need for evaluating dissemination efforts while others echoed statements included in earlier seminars seeking research knowledge on dissemination practices. As in most fields of human endevour there is an existing body of scientific knowledge about dissemination of educational information to various groups. Also available is information on the preferences of some clients of research but much more needs to be known especially in regards to specific countries in the region. Later in this report specific proposals are suggested for developing research based knowledge on dissemination in the region. Individual papers included in Appendix II give details of some data already accessible.

Chapter III

STRATEGIES FOR THE DEVELOPMENT OF INFORMATION EXCHANGE OF EDUCATIONAL RESEARCH OUTCOMES AND EDUCATIONAL INNOVATION

Participants in the seminar deliberated at length on the seven issues and problems for research dissemination identified earlier. The following summarizes and gives the strategies that the group would like to put forward. Unlike the report of the November 1982 Regional Workshop there has been no attempt to classify along a time dimension but rather the framework discussed in Chapter II was built on in exploring strategies. All strategies outlined in this chapter have as their basis the conviction that dissemination of research results to policy makers and the community generally is essential and ought to be strenuously pursued in all countries in diverse ways adapted to the particular circumstances in each case.

1. Lack of motivation among users of research

Participants distinguished between two aspects of the problem, types of motivation – intrinsic and extrinsic – and levels or categories of users of research or types of clients. Strategies recommended relate to this understanding plus acceptance that the responsibility for making appropriate arrangements belongs to the research fraternity generally. A recurring theme in discussions of strategies in the area was the timing of dissemination in the process of research studies.

In this context strategies proposed are the following:

1.1 Both intrinsic and extrinsic motivation for users of research knowledge should be considered carefully in the planning, implementation and dissemination of research.

1.2 Summaries of research reports should be made to suit different levels of readers with full attention being paid to attractive design and packaging appropriate for various groups.

21 .S

1.3 A rigorous attempt should be made to identify and involve representatives of user groups from the inception of the research.

1.4 Although specialist disseminators will also be closely involved, every researcher also should be an active participant in formulating dissemination plans and should be well informed about the needs and strategies from the inception of the project.

1.5 Full use should be made of the range of print and non-print media and especially broadcast media, exhibitions, study groups, meetings of professional associations and the like.

2. Language barriers in communication within and between countries

2.1 The problems associated with language arose early in the seminar discussions and continually arose in various contexts. Strategies were proposed for within and between countries communication. The question of language barriers within the country was related to the hierarchy of sophistication of client groups or users and in some countries also to population groups where different languges are used. In both cases there is no option but to translate into the user groups' languages both in terms of level and language used. Specific strategies are delineated under item 1 above for adjustment of level of language. With these things in mind strategies for within country work are as follows:

2.1.1 Translations must be made into the languages of the community.

2.1.2 Suitable language levels must be provided for various user groups within community languages used in a country.

2.2 With regard to language barriers between countries, participants agreed on the need for more efforts to increase communication and that APEID was a significant body for work in the area. Accordingly the reader is referred to item 4 for related strategies. A specific strategy identified for attention was the inclusion of succinct summaries of reports in English and where possible other languages. These should permit those in other countries to arrange for full translations where necessary.

3. Lack of co-ordination services within the country

Participants in the seminar concluded that much of the research that is undertaken does not result in action being taken by potential users (policy makers, educational administrators, schools and the public). The main reason is that the potential users are either unaware of or unmotivated with regard to research outcomes. The strategy proposed in relation to

this problem is as follows:

To overcome the problem of serving user groups more effectively, many participants felt that an existing organization be identified by the national authority in each country to undertake the work of collection, collation and dissemination for the country. The organization that is identified would need to be allotted more manpower, funds and other resources. This strategy was preferred to one where an entirely new agency would be set up for dissemination purposes. Thus an existing organization which has been most prominent in dissemination services would be considerably strengthened in order to effectively undertake the work of bringing research outcomes to potential users. This proposed strategy does not preclude initiatives being taken by individual organizations to disseminate information on their own in addition to using the designated co-ordination agency.

4. Lack of awareness and under-utilizations of APEID services

The participants greatly appreciated the efforts of APEID in promoting communication and the exchange of information on educational innovation and development. The current APEID network extends to 122 Associated Centres between 22 countries. However, it has been the experience of many member countries that APEID mateirals do not always reach their destinations regularly and on time. Again, because APEID mateirals are produced only in English many potential users in the region cannot benefit from these materials.

The participants felt that APEID may significantly improve the existing process of collection and dissemination of research findings among the participating countries within the framework of regional co-operation by strengthening its capacities and adopting a few useful measures.

The strategies suggested by the participants for this problem areas are as follows:

4.1 APEID may invest more funds and increase its manpower to further strengthen its existing network for collecting and disseminating research outcomes.

4.2 APEID may use its unique position in regional co-operation to develop useful links with other international agencies in the region, for example, SEAMEO, RIHED, INNOTECH, etc. and even outside, for example, CERI, IBE, IIEP, etc. with a view to collecting information from them and disseminating it to the member countries and Associated Centres of APEID.

4.3 The Associated Centres may make arrangements with APEID

to translate APEID materials into national languages where there is a strong need. APEID may provide necessary assistance in such cases.

4.4 APEID may request member countries and Associated Centres to prepare an annotated bibliography of research (in English) for wider dissemination in the region.

4.5 National Development Groups (NDG) may play an important part in disseminating research outcomes originating from other countries in the region through active participation of the APEID Associated Centres in the country.

5. Information flow

It was felt that there are two main factors inhibiting the flow of information: (1) organizational inadequacies, and (2) vested interests of policy makers.

On the face of it, the organizational set up for dissemination could be improved and the flow of information increased and made more systematic by:

a. qualified manpower,
b. better coordination,
c. adequate financing,
d. presenting the materials in the language suited to different target populations, and
e. increased research on dissemination activities.

But the problem goes much deeper than this and is linked with such factors as:

(i) improved quality and relevance of research
(ii) the level of development of a society – social, economic, and political
(iii) the degree of participation in the research activities and the feedback by the potential users – teachers, school administrators and policy makers.

To overcome any policy makers' bias with regard to the use of information on research and innovation and to make the information more acceptable to them, it needs to be channelled through the formal systems of information flow as well as the informal ones directed from the outside. The information channelled through the informal systems such as radio, TV and press will aim at building public opinion favourable to the use of research outcomes in policy making and could come as a pressure for taking research outcomes into consideration in formulating policies. In-

formation going through the formal systems such as official channels or through the disseminating agencies may offer alternative choices of information for policy making.

To make the flow of information wide-ranging, systematic and acceptable to all it has to be goal-oriented and people-oriented. There has to be regular interaction between the researchers and the policy makers at a personal level to motivate high level administrators and policy makers to use research outcomes in their decision making process.

The accelerated rate of research and innovative projects and the dissemination of research in the recent years has given rise to a situation when the existing modes of translating research outcomes into plans for action have become subjects of study by the researchers themselves. Some countries in the region have set examples in selecting research findings relevant to the contemporary problems of teaching and learning and making them available in popular language to teachers and other educational functionaries. However, it has also been observed that the utilization of such materials in terms of changing the existing educational practices is rather limited and is largely dependent on the devolution of authority, responsibility and resource development capability down to the level of teachers. Thus the patterns of dissemination of research is gradually gaining interactive and transactional dimensions in which teachers and local level educational functionaries are called upon to play an active role not only in the utilization of research but also in feeding back the research network with location and culture-specific problems of implementation of innovative projects. Such role of the educational community at large is considered in the context of universalization of elementary education and the continuous improvement of the quality of education in many countries in the region.

6. *Skills in collection, collation and dissemination of research outcomes*

The participants of the seminar, while discussing the various problems of research dissemination, stressed the need for qualified manpower in the collection, collation and dissemination of research reports. It is encouraging to note that many member countries have organized training schemes for their researchers and have made yearly allocations and programmes for this purpose. Some countries have concentrated more on local training either in local universities and instituions or in the form of on-the-job training in various organizations, others have veen sending research officers to foreign countries for advanced courses or on attachments, particularly in the fields of collection, collation and dissemination of research using management information system (MIS).

The seminar felt that in the process of dissemination of research, the concerned personnel have to channel information to different groups of users keeping in view their interests, local needs, and contexts. As many teachers and other local users involved in the implementation of educational projects may find it difficult to interpret some of the research outcomes in the context of their respective environment, the disseminators of research may as well be called upon to process such research findings to the extent of making them meaningful to the local users.

In the light of the above reality, the seminar felt that the professional training of the personnel responsible for dissemination of research should not be confined to the management of information and hardware alone. The higher skills of disseminating research and examining their limitations and relevance in a given context may constitute a major component in such training programmes. The seminar therefore felt that in this special areas of training, the senior educational researchers in the respective countries can play a leadership role.

This seminar took cognizance of the recommendations of the previous seminar on "Research and Educational Reform - Problems and Issues, and Strategies for Resolving Them" held on 4 - 17 November 1982 and felt that there is a further need for higher level training of research professionals to enable them to be effective in disseminating the results to users.

Unesco has taken steps to set up and improve organization of MIS in some countries within this region. It has provided various forms of aids in this field and has been providing training in using Unesco-developed software package programmes to countries that would like to utilize the package which can help expedite the storage and retrieval of information whether statistical or textual. This form of training is very encouraging and should be expanded whereby other suitable fields could also be identified to help in the development of skills in modern technology for the colection, collation and dissemination of research reports.

7. *Socio-economic and political constraints in the dissemination of research findings*

The seminar was of the opinion that there could be powerful constraints working against the free and full dissemination of educational research findings arising from social, political and economic factors operating within a given country. If any benefit is to be reaped from the educational research activities undertaken within a country it is imperative that steps be taken to ensure that all interested persons, especially those who have an influential impact on educational policy be kept fully and regular-

ly informed of the outcomes of research. To this end it is proposed that attention be paid to the following.

7.1 The creation of a suitable atmosphere receptive to the findings of educational research and facilitating their dissemination, by the inculcation of an awareness and a proper attitude toward research so that a research-mindedness may be created in the population giving rise to a data-based decision-making atmosphere. The availability of a body of scientific knowledge on which decisions could properly be based should be made known widely. It was felt that the mass media and opinion leaders in a country could make a very important contribution in this matter.

7.2 The possibility of developing a suitable curriculum transaction methodology with the objective of building up research-awareness in the population.

7.3 The importance of researchers developing a sensitivity to the impact of research findings and conclusions on different socio-cultural groups in the community.

7.4 The possibility of overcoming socio-political barriers to the free dissemination of educational research findings by developing motivation as discussed in item 1 above.

7.5 The necessity of releasing sufficient resources for the full and speedy dissemination of educational research findings.

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

A commitment toward the effective utilization of research is now widely accepted in the institutions represented in the seminar. These included university centres and institutes, national research and development organizations, government departments and ministries of education. When the views expressed at this seminar are placed alongside those conveyed in the reports of several other comparable seminars or workshops organized within the region in the past five years, it may be asserted with some confidence that educational leaders in Asia and the Pacific are convinced that research has a positive function to perform in advancing the educational development of each nation. However, it was clear that research findings were not being put to the best use possible due to weakness and shortcomings in dissemination, among other reasons. The seminar came to the conclusion that meaningful steps should be taken by all concerned - individual researchers and research organizations, national organizations and regional agencies - in order to enhance the effectiveness of dissemination practices and procedures.

The following is a summary of the major recommendations adopted by the seminar towards this end:

A. For the attention of individual researchers and research organizations

1. Researchers should promote a research-awareness through attention to motivational characteristics of dissemination processes and devices deemed appropriate for the particular socio-economic and political context.
2. Summaries of research reports should be made to suit different levels of readers with full attention being paid to attractive design and packaging appropriate for various groups.

3. A rigorous attempt should be made to identify and involve as many persons representative of user groups right from the inception of the research.
4. Every researcher should be an active participant in formulating dissemination plans and be well informed about the needs and strategies of dissemination.
5. Full use should be made of the range of print and non-print media, especially broadcast media, exhibitions, study groups, meetings of the professional associations and the like, for dissemination of research findings.
6. Translations of research reports and/or their summaries should be made into the major language(s) of the country for the purpose of wider dissemination.

B. For the attention of the different national organizations/authorities

1. Researchers should encourage a data-based decision making environment compatible with the socio-cultural context of their work.
2. An existing organization that has been prominent in dissemination services should be identified by the national authority in each country to undertake the work of collection, collation and dissemination of educational research findings without in any way precluding the initiative of individual organizations in disseminating research information on their own in addition to using the designated co-ordinating agency.
3. The organization that is designated as above should be allotted more funds, manpower and other resources for this purpose.
4. The designated organization should prepare an annotated bibliography of research (in English) for wider dissemination in the region.
5. Research information emanating from APEID sources should be translated into the national language(s) by the designated organization or any other Associated Centre for dissemination within the country.
6. The national organizations should ensure that there is regular intercation between researchers and the national policy makers both at a personal level and an official level with the aim of assisting high level administrators and policy makers to use research outcomes in their decision making processes.
7. The national organizations should select research findings relevant to the contemporary problems of teaching and learning and make them

available in popular language to teachers and other educational functionaries.

8. Training programmes should be organized for the training of research professionals to enalbe them to gain proficiency in disseminating the results to users.
9. Sufficient resources should be made available for the speedy dissemination of educational research findings.
10. More research should be undertaken into dissemination of research.

C. For the attention of the regional organizations, especially Unesco and APEID

1. Unesco/APEID should invest more funds and increase its manpower to further strengthen its existing network for collecting and disseminating research outcomes.
2. Unesco/APEID should develop a suitable project for disseminating educational research outcomes in the region. One aspect of this project may be the development of useful links with other international agencies in the region, for example, SEAMEO, RIHED, INNOTECH, etc. and even with international agencies outside the region, for example, CERI, IBE, IIEP, etc. with a view to collecting research information from them and disseminating it to member countries and Associated Centres of APEID.
3. Unesco/APEID should consider providing necessary assistance to the Associated Centres to enable them to translate APEID materials into the national languages whenever a need is felt.
4. Unesco/APEID should organize attachements and study visits for personnel specializing in dissemination.

The conclusions of this seminar may be viewed as an initial regional contribution to the world-wide information network in education foreseen in the recommendations of the thirty-sixth session of the International Conference on Education sponsored in 1977 by Unesco and the International Bureau of Education. It has been noted already that participants hoped their recommendations would be accepted as a supplement to those already made by several comparable seminars organized in recent years by the National Institute for Educational Research in Japan. Taken together these recommendations provide a basis for additional co-operative action in: developing services and programmes for improving dissemination, designing studies of user needs and preferences, analyzing more precisely the natuere of the research information sought internationally,

clarifying the nature of the educational experience that is shared internationally, creating collaborative programmes for training specialist staff, and developing thesauri and other technical aids to improve procedures for information storage and retrieval.

In conclusion, the participants wish to place on record their appreciation of the support and leadership provided by the Director-General and the staff of NIER for the success of the seminar. NIER has given a lead and an example in support and international cooperation which is worthy of emulation.

Appendix I

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Appendix II

INDIVIDUAL PAPERS

AUSTRALIA

Peter L. Jeffery

Overview of Australian Situation and ACER

Australia has Federal, State and Local Governments but responsibility of education is constitutionally a State matter. The Commonwealth (Federal) Government provides financial assistance and other services to the States. There is an extensive Catholic Education System and many private schools and these also are eligible for assistance from the Commonwealth Government. Research is carried out and disseminated by the Research Branches within each State Education Department, each Catholic Education Office and in all Colleges of Advanced Education including Colleges of TAFE (Technical and Further Education) and in Universities. Funds for researchers not in the Catholic or State Education Departments come from the Schools Commission or the Australian Research Grants Committee. The Australian Education Council (AEC) commissions certain studies by sharing State Department funds for national projects. The Australian (Commonwealth) Education Department is a secretariate for some national and international work. The CDC (National Curriculum Development Centre) works co-operatively with the States and other providers of education in research and curriculum materials development.

The Australian Council for Educational Research (ACER) is a national independent research organization originally founded with grants from the Carnegie Corporation (USA) but lately funded by matched grants from the Federal and all State Governments plus its own income sources by sale of services and publications. The ACER is governed by a Council representative of senior educators in Australia and includes elected representatives from autonomous State Institutes of Educational Research

in each State. ACER has been asked to or has taken upon itself certain national research information dissemination functions but it does not co-ordinate research in Australia nor has it funds to disburse for research other than its own programme.

Introduction to ACER's Dissemination Work

As indicated in *Directory of National Centres Associated with APEID, 1983–84* (UNESCO, 1983) the ACER has three divisions and three service units. While the three divisions are primarily concerned with the conduct of research and development programmes and one unit is to support that research work, two units are specifically oriented towards collection and dissemination of research. These are the Library and Information Services Unit and the Advisory Services Unit. Since the ACER has one office only for the whole of the large continent of Australia, publications of various types have assumed a high importance in strategies for dissemination and collection of research and innovations information used by the ACER.

There have been over 100 ACER Research Series books, and hundreds of Research Monographs and other Occasional Publications. In addition ACER has published large numbers of educational and psychological tests and some curriculum materials. Periodical publications include the *ACER Annual Report, ACER Newsletter, Australian Education Review, Australian Education Index (AEI), Bibliography of Education Theses, Australian Journal of Education, Bulletin for Psychologists* and jointly with New Zealand Council for Educational Research (NZCER), *set: research information for teachers.*

Processes for Dissemination of ACER's Work

The community which ACER serves is all those concerned with education within Australia, particularly those involved in primary and secondary education. For the purposes of analysis of the dissemination mechanisms adopted by the ACER it is useful to further identify the subgroups of its audience and comment on publications and services provided for each group.

Researchers

The main audience for ACER research series books and research monographs reporting completed studies is the educational research community in Australia. It is hoped that additional groups will find the material useful. Complimentary copies of ACER research titles are sent to a wide range of heads of organizations and institutions in all Australian states and to overseas affiliated organizations. Many libraries have arranged standing orders for all ACER titles and ACER publications are often noticed in various abstracting publications within the journals serving the research community. For a time a series of brief descriptions of projects in train at ACER was published in a series called Project News but this has now lapsed.

Approximately 2,000 individuals are entered on the *ACER Newsletter* mailing list in addition to the 18,000 copies which are mailed to all educational institutions in Australia. Researcher needs are also served by the entry of annotations about ACER work in the *Australian Education Index* now also available for on line computer searching via Ausinet. The usefulness of the Australian Education Index has recently been endorsed by many of the organizations throughout Australia which were invited to make submissions regarding ACER's work for a Review of the ACER. Copies of all ACER research publications are lodged in the public domain via copies placed at the Australian National library and the State Libraries of Victoria, New South Wales, Queensland, South Australia, Western Australia and Tasmania. Publications are also avaialble via ERIC and University Microforms in the USA. ACER research staff regularly present papers at the Australian Association for Research in Education (AARE) Annual Conference and at other specialist conferences both nationally, internationally or for local groups.

A special relationship is held with some Australian researchers, administrators, tertiary institution staff and a few teachers via the State Institutes of Educational Research which form an independent but constituent link for ACER to each Australian state. Several of the IERs have newsletters or bulletins for members which carry reports of ACER work onwards to members and other readers. The IERs also distribute the *ACER Newsletter* to their members.

Two national education bodies in Australia, the Australian Education Council (AEC) and the Schools Commission are also on the mailing list for copies of all ACER publications.

Education System Personnel

At the highest levels education system administrators are served with information about ACER research by the same means outlined above for members of the research community. Thus the heads of systems receive complimentary copies of ACER publications and their libraries and library users have access to all ACER literature via the library indexes which ACER produces. Specifically, nine Directors-General of Education and eight Directors of Catholic Education across Australia receive copies of publications. In addition, ten libraries of major government departments concerned with education receive complimentary copies from ACER.

For administrators it is particularly important that ACER provides brief *Notices of Publication* which summarize the content of each research report in approximately 800 to 1,000 words. These people are also among the clientel served by *set: research information for teachers* but this publication is most used by curriculum consultants and other change agents who also utilize ACER Advisory Services for information. ACER research is also published in article form in Journals of subject associations and education departments from time to time. This is encouraged by again sending free copies of books to selected editors and inviting others to ask for copies if they wish to review.

ACER Advisory Services staff expend considerable energy maintaining links with editors of journals throughout the country in an endeavour to promote reviewing in general and of ACER publications in particular. The author recently wrote to approximately 200 such editors to encourage reviewing and to ensure that ACER practices in this matter maintain a reasonable fit to the expectations of the editors. By and large editors are hard pressed to find the space for as many reviews as they would like to publish. Some commented that they appreciated the system used by ACER to notify brief details of publications and invite request for copies to review rather than just being sent copies of books which may or may not be relevant to their readers. The author has noted that ACER *Notices of Publication* frequently form the substance of awareness lists in many journals.

Staff of Tertiary Institutions

Since Australia now had some 100 or so tertiary education institutions it is important to note the means by which teacher educators in particular are kept informed. This is principally via research publications being acquired by the libraries of the institutions, many have standing

orders for ACER books, but also via the research activities of undergraduate and postgraduate students persuing course work which requires surveying literature and locating recent studies. *Notices of Publication* are generally sent to twenty-six Professors of Education and Directors of Educational Research Units, 51 Colleges with Teacher Education, 21 University Libraries and Vice Chancellors and 9 Tertiary Education Boards among others. ACER Advisory Services and the Library and Information Unit directly and via publications such as AEI and *set* draw to the attention of students and hence tertiary staff, studies in various fields. The *ACER Newsletter* is distributed in bulk via several co-operating lecturers in tertiary institutions to all staff and selected groups of students in their institutions.

School Personnel

The eleven teachers industrial organizations in Australia are supplied with complimentary copies of all ACER books and a wide range of general and specialist teacher journals are encouraged to review the works as they appear. It is noted in passing that there is often a delay of up to approximately twelve months between publication of a title by ACER and notices and reviews of it in journals.

Teachers are mainly provided with information about ACER research directly via products relevant to practical school needs in the form of curriculum materials (including assessment instruments and their associated Teachers Manuals or Handbooks). In addition ACER Advisory Services prepares a wide range of advisory bulletins in varying formats to assist teachers to obtain research based resources. For research in 'pure form' this group of clients is served by the publication of *set: research information for teachers* which synthesizes research studies in particular fields and focusses on research relevant and practical for the group. Very few of this group utilize research monographs or indexing documents (see Jeffery 1971) although they are available to them if wanted. Most teacher needs have been superficially satisfied by indirect information translated by *set*, workshops, or change agents supported by ACER Advisory Service staff.

Allied to the support of reviewing of ACER titles by non-ACER journals is a system of Curriculum Materials Reviewing operated by ACER Advisory Services. Co-operating educators are invited to trial use innovative curriculum materials which ACER has identified and prepare *Review Reports* following guidelines published by the ACER. The resulting reports are made available to educators enquiring regarding materials togehter with the publisher's information on the product. Since several reports are

arranged for most materials educators considering adoption of materials are thus afforded considerable background professional information to guide their actions.

An informal network of dissemination exists via people who have membership of State Institutes and are employed in various parts of the system. Of increasing importance is the number of people who become involved with ACER research work as it is undertaken and who then convey information about the work to those in their sphere of contacts who could use the information.

Although *set: research information for teachers* has apparently promoted a new level of acceptability of research to teachers, despite the accolades of all those making submissions for the Review of the ACER regarding the usefulness of *set*, and despite the relatively massive 3,500 paid subscription level across Australia, there is evidence of a continuing problem in dissemintation of research for teachers. Owen and Hall investigating among other things what impact, if any research was having on teacher decision-making found that *'set: research information for teachers* had the lowest mean use level' (of 7 print media). They go on to say from this finding related to others 'It must be inferred that within school dissemination of *set* is not taking place to a large extent ...' (Owen & Hall, 1982).

This finding echoes one pinpointed by Jefery in a study of information sources used and valued by teachers in Australia where it was found that school-based non-print personal discussion sources were the most highly used and valued sources (Jeffery, 1981). Marsh et al. (1981) also found some difficulties with dissemination at the school level and Finger has recently re-emphasized the need to adopt to the need and hehaviours of school personnel (Finger, 1983).

Psychologists and other Specialist Groups

ACER disseminates relevant research to psychologists by means of the *Bulletin for Psychologists*. This carries news of publications relevant to psychologists and also acts as an interchange document whose members of the profession can report studies they have completed. ACER psychologists also write regularly for the professional journals servicing this professional group in Australia. Part of the professionally staffed advisory services unit is devoted to supporting the needs of psychologists and the ACER Test Library holds published and unpublished instruments from all over the world for study. Specialist groups such as speech pathologists are only marginally catered for at present although there have been occa-

sions on which ACER staff have contributed to the journals of such specialist groups.

Public and Politicians

The seven parliamentary libraries in Australia are sent complimentary copies of ACER books as are the corresponding number of Ministers for Educatin in each state and for the Commonwealth.

From time to time ACER distributes complimentary copies of research reports to politicians and some members of the public but these people are principally served via daily press reports and electronic media presentations. ACER staff have seldom appeared on television or radio but a significant number of reports of the work has appeared in the press. A good deal of attention has been generated recently through communicating *set* tiems to the press and much closer links with the media are gradually being established.

Dissemination of ACER's Work to Asia and the Pacific

ACER publications are sent to Unesco Regional Office for Education in Asia and the Pacific, Bangkok, NIER, Japan and to SEAMEO Regional Centre in Singapore under exchange agreements. In addition the ACER has hosted internship trainees from the region and a number of vistors have spent one or two days at the office.

Processes used by ACER for Collecting Information

The ACER collects information via formal and informal systems. The library subscribes to the full ERIC Collection on microfiche and over a thousand journals from Australia and overseas. Many Australian organizations such as education departments and professional associations deposit all their papers and periodicals in the ACER Library which indexes these in the *AEI*. Some publications which come to the ACER are received under reciprocal exchange agreements or by dint of distribution agency agrements with similar organizations overseas, for example, the National Foundation for Educational Research in England and Wales (NFER). The ACER is fortunate that its Council and Executive Committee is drawn from all parts of Australia and by links to the State Institutes because members of these bodies also channel information to appropriate reser-

chers engaged in ACER projects. Advisory Services staff also informally monitor work going on in various institutions through travel contacts and other means. The Australian education research effort received a severe setback when the Education Research and Development Committee (ERDC) had its funding terminated under economic cutbacks because the ERDC and ACER kept in close contact. At present in Australia there is no specific educational reserch funding body and hence no single body aware of all research in the country. Individual researchers at ACER maintain personal contacts with colleagues engaged in similar work throughout the world in order to give and receive information.

ACER's role in collecting and disseminating others work

Since the 1930s when ACER was established there has been a continuing facilitation of information flow about non-ACER projects. An unofficial clearinghouse is maintained to assist anyone who seeks to find out what innovations have been established, what research begun or completed In this work Advisory Services and the Library and Information Unit endeavour to refer enquiries to other authorities or bodies as appropriate.

The ACER Library sends about 1,400 documents per year to other libraries in Australia in the interlibrary loan system but only some 200 requests for material from other libraries for ACER staff are processed per year.

The ACER Library has also recently been funded to re-establish a series of Bibliographies of Education Theses in Australia and the first in this series which appeared this year has been greeted enthusiastically by scholars of education throughout the country.

The main methods for the interchange of information function are publications such as the *Bulletin for Psychologists, Australian Journal of Education, Australian Education Review* (which most frequently has non-ACER authorship) and *set: research information for teachers.* The latter provides summaries of research or areas of research authored by New Zealand, Australian and overseas authors.

ACER also distributes through its bookshop noteworthy publications from Australian and overseas authors and publishers. Thus *The Hidden Curriculum* Hewitson, M., 1982 although published privately may be purchased from ACER alongside selected NZCER publications and those of NFER, the Scottish Council for Research in Education (SCRE) and other publishers.

Overview

ACER's principal means of reporting research is in the form of books and these are distributed free of charge to a relatively large group of senior educators in Australia and some overseas countries. Increasing use is being made of interpretations or secondary reports of the research in the forms of reviews, articles and other summarizing documents. Relatively little use is made of electronic or mass media. Both the Library and Information Unit which principally concentrates on collection and referencing of research from all sources and the Advisory Services Unit which focusses on practitioners needs, produce service publications for all those seeking research information in Australia. ACER conducts a distribution service which sells books, periodicals and research based curriculum materials including psychological and educational tests.

There are problems inherent in the almost exclusive reliance on print media for dissemination especially for lay and teacher audiences which are becoming increasingly important consumers of research. The reluctance of certain groups to spend time reading to keep up with professional developments coupled with the knowledge explosion and an accelerating rate of change in society make it imperative that a greater variety of media be used to disseminate research information.

ACER's links to Asia and the Pacific are embryonic but based on the best of good will. Visitors are encouraged and training internships appear to be an excellent means of developing coloser ties with neighbouring countires. An increase in ACER staff travel to Asian and Pacific countries has been noticed and this will foster the development of information networks in the region.

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BANGLADESH

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The National Institute of Educational Administration Extension and Research (NIEAER) was established by the Government of Bangladesh in 1982 as a centre of excellence in providing high level training in education management and planning, in-service teacher training at the secondary level and research in educational innovation and development. While the training activities are conducted under two main streams viz. (i) education administration and planning and (ii) in-service teacher training, the research activities are organized under the research and development unit of the Institute.

Apart form undertaking commissioned research and action research in sepcific area, NIEAER has embarked on a short and medium term research plan covering key areas of educational development in the country. The Institute publishes a half-yearly research journal in English and in national language and a series of research monograms as well as occasional papers are planned to be produced immediately.

(1) Processes and mechanisms adopted by the NIEAR in disseminating educational research outcomes within the country and the region:

(a) Monthly newsletter in national language
(b) Quarterly newsletter in English (to be produced shortly)
(c) Half-yearly research journal in English
(d) Half-yearly research journal in national language
(e) Workshops/Seminars

(2) Processes and mechanisms adopted by the NIEAER to collect educational research output from within the country and the region:

(a) Collect/subscribe research journals.
(b) Collect/purchase research publications/documents.

(c) Exchange of research publications within the country.
(d) Receive journal from institutions within the region.
(e) Receive publications/research documents from UNESCO/ ROEAP.

(3) Processes and mechanisms adopted by the NIEAER to collect information on educational innovation and dissemination to reserchers/ planners and policy makers within the country:

Information/documents collectd from sources under the item (2) above are categorized and stored in the documentation cell of the NIEAER Library. Researchers and educational management trainees (mostly principals of colleges, heads of secondary schools and senior government officers) may take full advantages of these mateirals.

(4) Existing mechanisms for exchanging the research outcomes and information on educational innovation with other countries in the region:

There is no existing mechanism as such but we are interested to exchange research outsomes and information on educational innovation with other countries in Asia and the Pacific.

Problems and Issues in Dissemination of Research Outcomes

At the moment there is no serious effort to collect, collate and disseminante research outcomes to a wider audience including policy makers, educational administrators, schools and interested agencies and individuals by NIEAER or any other organization in Bangladesh.

A number of organizations are engaged in educational research in Bangladesh but there appear to be very little or no coordination in either research work or its dissemination. A serious bottle-neck in the process of dissemination and utilization of research information in the country is the absence of a central co-ordinating agency to undertake the work of collection, collation and dissemination. Added to them there exists another problem of lack of awareness and motivation on the part of educational research workers to take advantage of whatever information is available both within the country and in the region.

Training and management in the art of collection, collation and dissemination together with necessary logistic support would seem to be another important strategy to develop in Bangladesh. The existing network for dissemination under APEID needs to the reviewed and further strengthened. It is suggested that research be carried out by the Associated Centres in Bangladesh with assistance and support from APEID in order to develop an effective system of collection, collation and dissemination of research in eductational innovation and development.

CHINA

Yang Zhi-Ling

This report is concerned with what have been done, what are the problems, and how improvement can be made in China in respect of information exchange in educational research, experimentation, and innovation in the region of Asia and the Pacific as well as within the country.

I. The Role of IER in China

The Central Insitute for Educational Research (CIER) was re-established in 1978. It is the national level institute. Apart from CIER, other institutes for educational research have been established in many provinces, municipalities and autonomous regions, and universities. All the institutes have their own plans to develop their research projects.

The relationships between the institutes involved in research and dissemination are:

a) Some institutes have joint research projects with CIER or other institutes
b) Exchange of publications
c) Participate in annual conferences, workshops and seminars.

Institute for Educational Research (IER) of Beijing Normal University was founded recently. It is a small research institute with only 20 staff members, including the non research staffs. The research priorities are: teacher education; the structure of secondary education; moral education, the interpretation of the historical heritage (China and some other countries, etc.)

II. The Current Situation in China

In the period of post-Cultural Revolution, especially in the past few years, the Chinese government has paid great attention to the cooperation among the third world countries, and other neighbouring countries with the fundamental principles of "equality and mutual benefit, stress on practical results, and diversity in form, and common progress"*. The Chinese government's cooperation policy is based upon the belief that countris in Asia and the Pacific do have more common interests and similarities in the needs of social and economical development.

Evidence showed that since the Chinese government has had it's National Council for Unesco, connections between Chinese institutions of education with APEID and ACEID have been developed. UN and Unesco Information Center attached to the Library of Beijing has played significant role in collecting information on educational development in Asia and the Pacific, as well as other countries. The Central Institute for Educational Research (CIER) also become active in international study of education. At Beijing Normal University (BNU), East China Normal University (ECNU), South China Teacher's College, and North East Normal University etc., institutions for educational research have been expanded. International and comparative study in education has become one of their major concerns. Institutional contacts and information exchange within and outside the country become in great demand Publications of the APEID and International Bureau of Education have become of great interest among the Chinese educators. The Asian Series of Experiments and Innovations in Education have been studied. Some universities even established educational institutions with particular interests in the region of Asia, South East Asia, and the Pacific e.g., at BNU, a study directed by the Institute for Educational Research (IER) on the in-service training of teachers in Philippines, Sri Lanka, Singapore, and Iran was warmly received by the Chinese educators. Some ideas and measures have attracted the attention of the Ministry of Education, since in-service training for teachers has been one of the priorities in the educational development in China.

In the light of "to let hundred flowers blossom, and hundred schools of thought content" policy, in the past few years, many provincial as well as national educational societies have been reestablished or expanded, e.g., the National Society of Comparative Education; the Beijing Society of

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* The report on the work of Government, delivered at the first session of the 6th National People's Congress on 6 June 1983, by Premier Zhao Ziyang.

Higher Education; the Soceity of Educational History, and the Society of Teacher Education in Hei Longjiang Province, etc. These Societies of Education hold their annual conferences to provide scholars and educators with opportunities for disseminating and discussing their research outcomes. These are usually published in journals. More and more scholars have great interest in learning from their colleagues in other countries, especially in the region of Asia and the Pacific. In the 4th Biannual Conference of the National Society of Comparative Education, 1983, about 45% of the theses showed their interests in popularization of elementary and secondary education,vocational and technical education, and higher education in Asia and the Pacific region.

The Chinese government with the institutions of education tend to be very active to take part in series of seminars and workshops organized by the regional agencies under the auspices of Unesco. Evidences obviously showed that these conferences and seminars are good opportunities for promoting institutional and personal communications, which are essential to the exchange of information. Besides, workshops and seminars on particular fields of education have also been jointly held in various universities. In these workshops and seminars, educators from other countries are invited to lectuere, sharing their knowledge and ideas with their Chinese colleagues.

After all, the exchange of educational research information facilitates the sharing of experiences and ideas among institutions and educators. Thus it is the start point of developing educational research in the scope of the region. It is also the key point of promoting mutual understanding and mutual appreciation among educators from different countries.

III. Measures and Avenues

Based upon the open-door policy of the Chinese government as well as the friendly relationship among the countries in Asia and the Pacific great endeavor has been made to promote information exchange in educational research and innovation. Measures and avenues are as follows:

1. Exchange of publications, including books, journals, bulletins, and monographs. The publications may be grouped as follows:
   a) Unesco, APEID, and ACEID publications. Resources of this type can be found in such institutions as the Library of Beijing, the Library of CNC for Unesco, the Library of CIER, and libraries of some key universities, such as BNU, ECNU, etc.

b) The most widely circulated educational journals are those which are produced by the educational institutions, such as *The People's Education, The higher Education,* the Ministry of Education; *Educational Research, Foreign Education,* CIER; *Educational Research Bulletin, BNU Bulletin,* and *Educational Development in Foreign Countries,* BNU; *Resources on Foreign Education,* ECNU, etc. Bibliographical references, indexes, directories, abstracts, lists of publications, and accession lists both within and outside the country are continuously published.

c) Two nation-wide educational newspapers were recently published. They are *The Chinese Education* (weekly), the Ministry of Education; and the *Education Digest,* CIER. The circulation of these publications provide educators across the country with broad perspective of the current issues and development of education both at home and abroad.

2. Participation in international and regional conferences, seminars and workshops on education.

3. The reestablishment of Institutes for Educational Administration and Institutes for Teacher's Advanced Training both at the national and local level.

   These institutions provide administrators and teachers with course work and seminars for their professional development. In the seminars, the participants have opportunities to exchange ideas, experiences and research outcomes.

4. The exchange of delegations for educational investigations, visitations, and observations.

   This type of exchange has been recently developed among the countries within the region, although it is not as frequently as those in the fields of science and technology. This is found valuable for the exchange of information, and learning from each other. Aling with this is the exchange of scholars and personnels for a short-term study in education, ranging from months to 1-2 years. This has already been developed, for instance, between BNU and the NIER of Japan, and also between some universities in China and Australia, and some other countries. It is hoped that more personnel exchanges can be developed with other countries in the region.

5. Processes and mechanisms adopted by the IER in disseminating educational research outcomes produced by the institute to the users.

   The publication for IER is the *Education Research Bulletin* (quarterly). Research outcomes by the researchers of IER also submit oftenly to *Education Research, Foreign Education,* CIER; and *Beijing Normal*

University Buleltin, BNU; etc.

The main audience for the research outcomes are the staff in the Ministry of Education, the Bureaus of Education in the provincial and local level; school and university teachers and administrators. IER are conducting an increasing number of practice oriented research projects in association with school teachers or other educational practitioners. Due to the common interest and mutual benefits, the research information is fluently interchanged and the research projects become very productive.

6. Processes and mechanisms adopted by IER in collecting outputs of educational research produced by other institutions within the country and the region.

   IER exchanged and subscribed about half of the educational journals published by different institutions in the country, and utilize the University Library's collections (including APEID and ACEID publications).

IV. Problems and Suggestions

It is found that two problems have become the obstacles of information exchange in educational research and innovation.

1. The foreign language proficiency of the Chinese researchers has been varied considerably. Some are inadequate in their language training, thus feel difficult to read publications in foreign languages. It even takes a long time to translate these publications into Chinese for dissemination. The same problem occurs in Chinese publications for the foreign readers. This severely inhibits the researchers to benefit from each other's educational experiences and research outcomes. It is hoped that foreign language study will be considered as an essential component in strengthening information exchange.
2. The lack of nation-wide network for information exchange and the inadequacy of information co-ordination and management has caused the inefficiency and inconvenience in the utilization of research outcomes. The inadequacy of institutional communication has resulted a big waste of tiem, personnel, and finance in educational research. Unnecessary duplications of research have been made repeatedly.

V. Conclusion

To close this report, four suggestions are to be considered:

1. Communication between APEID and some key universities with their institutions of educational research should be developed.
2. Close connection between main institutions of educational research of different countries should be promoted in different ways.
3. Supprts are necessary for any useful joint research projects between countries in the region on an institutional basis. The joint projects may be focused on any particular fields agreeable to the participating institutions.
4. Language training programmes need to be expanded under the support of APEID or other agencies of Unesco.

INDIA

A.K. Jalaluddin

A detailed description of the process and mechanism adopted by the National Council of Educational Research and Training (NCERT) had been included in the papers presented by Professors S.K. Mitra and R.C. Das in the last Unesco-NIER Regional Workshop on Research and Educational Reform, held at NIER, Tokyo in November 1982. These papers have been included in the published report of the Workshop.

NCERT is an autonomous all India organizational network of educational research and training established by the Ministry of Education and Culture, Government of India in 1962. Its constituent institutions are the National Institute of Education, New Delhi and four Regional Colleges of Education (RCE) located in the northern, southern, eastern and central regions of the country in the cities of Ajimer, Mysore, Bhubaneshwar and Bhopal respectively. While the RCEs are managed and funded entirely by the NCERT, as degree awarding institutions they are affiliated to the local universities to facilitate their role. A secondary demonstration school is attached with each RCE for dissemination of innovative methods, educational materials and practices through the pre-service and in-service training programmes.

Besides these RCEs, the NCERT maintains its field offices in the State capitals for maintaining liaison with the State Departments of Education, the State Councils of Educational Research and Training (SCERT), the State Institutes of Education (SIE), the State Insitutes of Science Education (SISE) and similar other State and district level institutional networks through its Field Advisers.

NCERT is one of the major publishers in the country of research monographs and journals in education. On an average the Council brings out nearly two dozens of research monographs, reports, teachers guidebooks, investigative studies, etc. Four journals, nemely, Review of Educational Research, Journal of Indian Education, Primary Teacher and

School Science are published by NCERT. The Council also circulates a monthly Newsletter highlighting the activities of NCERT. The Departments/Sections/Units of the NIE and the RCEs regularly hold enrichment courses for teachers, teacher educators and educational functionaries concerned with educational planning, administration, research and training. The reports and background papers of these contact programmes are circulated to the State level agencies associated with curriculum development, research and training, teacher training institutes and teacher educators on request.

NCERT is the nodal national level agency for coordination of all innovative educational projects funded by the Central government and international agencies. It is also the secretariat of the National Development Group for coordination of all exchanges with APEID, Unesco, Bangkok.

The Report of the National Educational Surveys conducted by NCERT are consideed to be the main data base by the educational researchers engaged in policy research. The Library and Documentation Unit of NCERT is responsible for collection, indexing and dissemination of information regarding educational research through its monthly bulletins. This Unit also brings out list of research publications received by it every month. This Unit, in collaboration with other departments of NCERT, organizes exhibition of research documents in connection with national level workshops, seminars and conferences. This Unit also maintains reprographic facilities for supply of copies of documents to researchers at norminal cost.

NCERT has recently taken initiative to review the existing mechanism of collecting and disseminating information on educational innovation with a view to identifying the major policy issues involved in reorganizing the present institutional arrangement. There is also a growing concern to strengthen the policy research role of NCERT. Most of the materials disseminated by NCERT are in English. Hindi, the national language is being increasingly used for dissemination of materials relating to curriculum development. The language used in the workshops and seminars conducted by NCERT in collaboration with State and local agencies is in most cases in the language of the State.

NCERT has exchange arrangement with a large number of agencies and institutions of the world for exchange of research publications. NCERT is exploring the possibility of sending its publications to other countires and also receiving the educational publications of other countries through the regular commercial channels in order to facilitate wider dissemination.

JAPAN

Rentaro Ohno

Introduction

National Institute for Educational Research (NIER) was established in 1949 by the Government of Japan under the jurisdiction of the Ministry of Education, Science and Culture. The main objective of NIER is to conduct basic and practical educational research in order to provide basic data for the improvement of educational undertakings of the country. In addition to carrying out various educational research projects, NIER provides a number of services relative to educational research, one of which is collection and dissemination of educational information including educational research findings.

NIER consists of seven Departments, a Research Centre for Scinece Education, and an Attached Library of Education. These Departments and the Centre are further subdivided into 34 Sections with 99 full-time staff, of whom 75 are researchers. At NIER, the External Service Department and the Attached Library of Education are specifically oriented toward collection and dissemination of educational information including research findings.

NIER is carrying out approximately 40 research projects a year and every research project is assumed to make public the outcomes, mainly in the form of a research report.

Collection of Educational Research Information at NIER

According to the survey done by NIER, during the fiscal year 1982, the number of research projects carried out by educational institutions from kindergarten to upper secondary school reaches approximately

10,000. In addition, there are about 1,500 research projects implemented by local educational research institutions and 3,000 projects conducted by higher education institutions. Furthermore, the Ministry of Education and local boards of education are also conducting research by themselves. Therefore the total number of educational research projects is approximately 15,000 a year. No specific agency is responsible for co-ordination of research and dissemination of research outcomes in the country. NIER is not the national co-ordinating centre for research or dissemination. NIER is now preparing to establish a data-base centre on educational research information for the country.

a) Mechanisms to collect educational research information within the country.

Collection of educational research information is the task assigned to both the Attached Library of Education and the External Service Department within NIER, though it is hardly possible to claim that the collection of educational research information is carried out systematically at NIER. NIER receives research information distributed by other research agencies. Almost hundred percent of the research outcomes produced by prefectural educational research institutions are being collected at NIER, but quantity from municipal educational research institutions and from higher education institutions is far from satisfactory. NIER does not just wait for the donation of research findings from outside institutions, NIER researchers try to collect relevant educational research information as much as they can in relation to the projects that they conduct. The research documents thus collected by individual staff members are stored eventually in the Attached Library of Education.

The major problem in this area is that of collecting educational research information produced by schools, the number of which reaches nearly 10,000 a year. Researchers here again are trying to collect information relevant to their projects but the number is very much limited. The majority of educational research documents produced by schools are not sold but some are quite high in standard and utilizable in NIER's research projects. The problem of how to collect these school produced educational research documents is a long-standing issue. One proposal is that the prefectural educational research centres or research institutions may play role of a local educational research information centre within that region. At the national level, a computer based educational research information bank may be established at NIER. Research data will be stored at this bank in the form of abstracts collected through the local educational research information centres. This is a proposal and

no guarantee for realization can be given as yet.

Systematic collection of processed information regarding educational research which are being produced by universities, schools and educational research institutions or boards of education is another important issue that we have to tackle. Partial collection of such information has been tried out in the past. The information regarding educational research projects carried out by the institution affiliated with the National Federation of Educational Research Institutes of Japan has been collected by NIER and published in the form of a research report by the National Federation. In 1982, NIER made a pilot study on retrieval system for titles of educational research projects conducted at schools. Development of a full retrieval system is a task to be achieved in the future.

Some prefectural education centres, education departments of national universities and academic circles are trying to collect documents and reports of research in limited fields (such as educational technology) and in regions, but no comprehensive efforts to collect the documents and reports of research on all the field of education and from every corner of the country have been made so far. The Law of the National Diet Library sets a rule that all printed documents produced in the country should be sent to the Library. NIER's Attached Library of Education produces an education index for the documents that the Library has purchased or which have been donated.

b) Mechanisms to collect educational research information from outside of the country

Here again, it is necesssary to mention that the collection of educational research information available from outside the country is not systematically conducted. The English research bulletin produced by NIER is being used as a means to collect educational research information from institutions outside Japan, but the list of educational research institutions and universities that are exchanging information with NIER is not intentionally explored.

Dissemination of Educational Research Information at NIER

NIER has a committee to discuss ways to disseminate research findings within the country. Publication of research reports is regularly examined by this committee.

There are three categories of research publications in Japanese. Those are research bulletins, research reports, and research materials. These

publications, printed in the Japanese language, are distributed without charge to the Ministry of Education, local boards of education, education departments of universities, and educational research institutions. The distribution is made on an exchange basis except the distribution to educational administration agencies. It is easy to point out from this system that not all education departments of universities are recipients of NIER's research publications. Furthermore, it can be said that there are more than 500 educatonal research institutions throughout the country, but the distribution of NIER's publication is only for those affiliated with the National Federation of Educational Research Institutes of Japan, the membership of which is around 210.

The limited distribution of research reports is due to financial constraints. A new way is being explored to ask commercial publishing companies to publish research reports for sale with NIER guaranteeing to purchase a certain number of copies. But this method brings about the new problem of how the researchers can illustrate their research outcomes in a readable form for the general market.

There are other ways of disseminating research outcomes. One is to send research staff to public meetings, seminars or study meetings organized outside NIER and thus disseminate research findings orally. Another is dissemination activities through the services of the Attached Library of Education. The Attached Library of Education which is open to the public, stores all the research reports, research bulletins and research materials published by NIER and they are made available for the use of visitors.

NIER publishes from time to time its research bulletin in the English language and distributes it among educational research institutions, education departments of universities, and others outside Japan. This is also done on an exchange basis, but here again the list for distribution is prepared spontaneously upon request and not by systematic ways. The same procedure is followed in the case of disseminating educational research information to outside the country as is followed in collecting research findings in English or other foreign languages. The committee mentioned above also selects research findings to be translated into English and published in the English research bulletin. Only a summarized text is translated and published once a year.

As mentioned above, NIER's work in this matter has developed spontaneously throughout its history and it is difficult to find any systematic effort towards dissemination.

Exchange of Information on Educational Innovation with Other Countries of Asia and the Pacific

At present there is no mechanism designed for the purpose of collecting and disseminating information on educational innovation in and outside of the country.

Collecting and disseminating information regarding educational innovations is being done by various agencies interested without an effort to coordinate or to systematize. The attempt by NIER research staff, for example, to collect school-based research findings can be said to the one of the efforts to collect information regarding educational innovations. Educational administration agencies both at the central and local levels are collecting innovative experiences as much as they can in order to disseminate such experiences among schools or agencies under their jurisdiction. Yet no mechanism exists for systematic collection and dissemination of information on education innovations.

Documents or reports of research produced by international agencies are used by individual researchers. Information on educational innovation undertaken in countries of Asia and the Pacific are coming into the country through the channel of APEID and Unesco. NIER, particularly, is receiving all information on educational innovation under APEID but unfortunately due to lack of translation and publication facilities this information is only stored both at the Attached Library of Education and at the Section for Educational Cooperation in Asia, and provided for use of visitors.

Provision of information on educational innovation to other countries is also limited. NIER is providing several reprots to International Bureau of Education (IBE) under its scheme of CEAS (Cooperative Educational Abstracting Services). The reports being sent under CEAS are all in relation to policy innovation in the field of education.

More basically, the number of outgoing information on education in general from Japan is limited. Few English publications regarding education in Japan are available and in order to improve the situation even to a very limited extent, the Section for Educational Cooperation in Asia, NIER has started to publish occasional papers in English from time to time. The papers contain some information regarding educational innovations in the country such as curriculum revision and establishment of university on the air. Distribution of occasional papers is again limited due to financial constraints. They are distributed only upon request.

MALAYSIA

Ashari bin Che Mat

A. Background

1. Research and Research Related Activities of the Educational Planning and Research Division

In recent years there has been a very rapid increase in the number of education research activities being conducted in Malaysia. This is largely due to the priority given by the government to increase the quality of education in the country. The Educational Planning and Research Division (EPRD), Ministry of Education, Malaysia is the main agency in the country entrusted to carry out planning and research activities related to education. Thus, in terms of educational research at the central level, the EPRD plays a very prominent role not only in conducting research projects but also in identifying problems where research is required. It is also empowered with the task to process, scrutinize and evaluate research proposals submitted by agencies or individuals that touch on any aspect of the education, especially when the researcher(s) use samples involving schools, students, teachers, teacher training institutions and the education departments. In this way, the EPRD is able to monitor all research activities that are conducted by researchers in the country.

With regards to its research activities, the EPRD concentrates or focuses only on action, evaluative and policy oriented type of research. The nature and types of projects undertaken depends mostly on the needs and requests of the decision makers who form the Educational Planning Committee, which is the highest decision-making body of the Ministry. Most of the research activities conducted by the EPRD concerns issues related to the performance of the system as a whole vis-a-vis towards the

attainment of objectives of the national education policy. The areas covered concern issues relating to student participation and performance in the education system, the attrition and dropout of students from the system, the teaching and learning facilities in schools, the financial and administrative structures and procedures of the system, and other specific, current and topical issues that may arise from time to time due to socio-political pressures and demands.

Besides conducting and controlling research, the EPRD has been empowered, recently, to be the sole agency to collect and document information on education whether it be on statistics or reports. It has embarked on a modest scale to collect, process, store and disseminate relevant educational statistics of various kinds from all schools and institutions throughout the country. Most of these information have been computerised. Besides this, the EPRD has also started on a small scale a library and documentation center not only to store books, reports and articles which are related to education but also research findings. Programmes for a bigger expansion of the library and documentation center have also been made and finalised and hopefully within the next two or three years the center will be equipped with more sophisticated equipment and visual aids that can help to expediate and expand its activities to become a full-fledge documentation center of the Ministry of Education.

2. *Other Agencies Doing Research*

In carrying out its functions and activities, the EPRD establishes regular contacts and communication with all other agencies in the government who perform similar functions including institutions of higher learning. The EPRD has also found it necessary and beneficial for it to establish contacts, formal as well as informal, with other national and international agencies that conduct or control educational research and planning.

Several other agencies and institutions have been identified to have conducted research on matters pertaining wholly or partially on education. A number of Divisions in the Ministry of Education have conducted small scale research confined towards the function and requirement of the Division itself. The Curriculum Development Center (CDC), which is a Division of the Ministry of Education concentrates on specific problems and issues pertaining to national school curriculum and its implementation. Likewises, the Teacher Training Division concentrates on issues relating to the training needs of teachers.

Various institutions of higher education also conduct research activi-

ties on education matters. The faculty members from these institutions conducted their research projects either in collaboration with personnel in the Ministry or among themselves in persuance of their professional or academic interests. Recently several faculty members of a university, in collaboration with personnel from the Teacher Traning Division made a very comprehensive study on the philosophy of teacher education in Malaysia. Usually articles on their research projects are published in several educational journals in the country.

B. Existing Processes and Mechanisms For Research Information Exchange

The products of research projects have to a large extent been depended upon by the decision makers to provide them with information that can contribute towards policy formulation. Education administrators also rely on research outcomes to provide them with information contributing towards improving their understanding of factors that affect the development and the efficiency of the management of the system towards improving the education of the children. In short, education research has been accepted as a systematic attempt to gain a better understanding of the educational process and towards improving its efficiency. So far, research products have contributed quite substantially towards the improvement of approaches and ideas in decision making and all the management of the education system itself. As such the availability of more research products from inside and outside the country is most welcome.

1. The Dissemination of Research Outcomes

a. Within the Country

Within the country, the current flow in the dissemination of educational research outcomes and innovations by the EPRD are normally carried out in three ways. The first method, which is the most common, is either through meetings, seminars, conferences and workshops or through personal contacts. However this is confined to certain areas and personnel only. Usually research reports and outcomes are presented to the Educational Planning Committee where the findings/recommendations are discussed for approval. Once approved, the reports are then passed on to relevant implementing agencies and Divisions for them to work out plans and strategies for implementation. In some cases, research reports are

presented in workshops, seminars and courses for general information and sometimes these reports were debated upon by the participants.

The second method, whereby copies of report or document published have to be submitted to the National Library and National Archives is followed to satisfy government ruling. One setback of this procedure is that not all research reports are published for public consumption; in fact most research reports are produced in cyclostyled form and thus are not submitted to the National Library or National Archives. The EPRD do not receive enough allocation for the proper printing of reports.

The third method normally followed by the EPRD is to distribute reports to various relevant agencies of the government either within the Ministry of Education or to other Ministries. In a recent circular to all ministries, the government has encouraged all ministries to have its own documentation unit/center whose function is not only to collect and store information about its own Ministry but also reports and findings from other ministries. In this way, there will be a regular exchange of information between the various government agencies.

b. Regional

The EPRD has been disseminating its research products and other information especially on its education innovations to other countries mainly through seminars, conferences and workshops and also through personal contacts. In some cases, even though the EPRD was not represented, extracts from its research reports have been used by the Malaysian representative. As such, this form of dissemination is only confined to certain areas and personnel only and also very irregualr. Seminars, conferences and workshops discuss only specific issues and problems and are usually organised and funded by certain agencies only and hence coverage is limited.

2. Collection of Research Outcomes

a. Within the Country

There is a set machinery by which all research products are made available to the EPRD. As stated earlier in the paper, the EPRD is empowered to process, scrutinize, evaluate and approve research proposals of any individual or organizations that want to make use of schools, students, teachers, teacher training institutions and the education departments as samples. In all cases, as a condition of approval, a copy of the complet-

ed research report, dissertation or thesis has to be submitted to the EPRD. This condition is effectively enforced and followed by all local researchers. It is quite difficult to get foreign researchers to give us their reports because usually the reports are written outside the country where we have no jurisdiction. In general, this condition set by the EPRD, facilitates the process of collecting research reports.

b. Regional

As in the dissemination process, there is no established or formal network for collecting research products or education innovation information as followed by the EPRD or by any other agencies within the country. Most of the reports and information acquired by the EPRD, are through its involvement in seminars, conferences and workshops or through personal contacts. In some cases, information are also gathered from visits either made outside the country or by other countries' delegations to Malaysia.

3. The Data Bank Unit – A Mechanism for Information Exchange

The EPRD in particular and the Ministry of Education and the government of Malaysia in general is conscious of the fact that there has been a very limited flow and exchange of research products within the country and it is much worse within the Asian and Pacific Region. This has been felt more often when decisions were to be made on certain issues and innovations that were to be implemented to help overcome problems and improve the quality of education and training in the country. It is felt that experiences, findings and solutions of similar problems from other countries can help a long way to expedite decision making. Thus it was agreed, as early as in 1978, by the decision makers to establish a centre that could function as the central information collection and dissemination center for the Ministry of Education.

The establishment of a controlling unit for information collection and dissemination in the EPRD, known as the Data Bank Unit (DBU), was a big step towards creating an information center for the Ministry of Education. The DBU is at present undergoing a process of preparing itself to play a major role in creating the management information system (MIS) for education. With the rapid growth and expansion of education in this country, the need for a center whose functions are to collect, store and disseminate information on matters relating to education be-

comes more and more important. This importance is further magnified as rapid development takes place in other sectors of the country, and the role of education as supportive factor to this development grows with it.

This unit have started collecting statistical information on education and is embarking to collect other types of information in the form of reports, research products and other textual materials which are relevant for educational management and decision making. It is hoped that these written materials could be stored in the computer as is already done for the statistical data. At present, the library which is part of the DBU is trying to acquire micro-fiche equipment so that better storage and retrieval of reports facilities could be given to users.

At present the DBU has been able to meet most of the requirement of information not only by researchers but also from others interested in education whether locally or from abroad. On top of that, with the library being a member of the inter-library loan system in the country will help expedite the exchange of research products within the country. Under this system, it is possible for the EPRD to borrow research products or any book from any library in the country who is a member of the system. On the other hand, other libraries are also able to borrow books or research products from the EPRD library.

4. Co-operation Within ASEAN

An important development for the exchanges of information on education within the ASEAN region have been started. In 1975, as a result of a recommendation made at the 5th ASEAN Permanent Committee Meeting on Socio-Cultural Activities, it was decided that there should be co-operation among ASEAN nations in the field of education. Follow-up was made on this recommendation and in November 1980, the first conference on Educational Management Information System among ASEAN countries was held in Penang, Malaysia. The conference, among other things, agreed to the setting up of a network of information system in and among the 5 ASEAN countries. The establishment of such a network is imperative as the 'spin-offs' from such a linkage, in terms of collaborative efforts in information exchange and dissemination, development of an ASEAN education indicators and other basic data, action research activities etc. are enormous. The development of action, evaluation and policy research would provide relevant qualitative data to complement and strengthen the quantitative aspect of educational planning and decision-making. The research findings would also be shared with member countries engaged in similar activities and provide a base for future planning

and development of education.

C. Conclusion

There is, therefore, an urgent need to establish some form of network and co-operation within the Asian and Pacific region to facilitate information exchange. The establishment of such a network is crucial. Within this network, the interchange of ideas, experiences and possibly the identi fication of personnel and experts, could help each member country in its educational development. Reports of researchers could be exchanged and utilised by partners, thus resulting in tremendous savings in terms of research time and money.

It should be realised that the formation of such a network will face a lot of problems especially the problem with language. It is not very often that a country that has its own national language will write its reports to suit the needs of another country or even in English. The EPRD have tried several times to translate research reports in English but it is found to be time consuming and costly. This has been seen as a snag in the information exchange between the ASEAN countries. Nevertheless, a number of reports have been written in English because we feel that the exchange of information is very important if we want to develop and improve the quality of our education.

Another major problem is the lack of standard, comparable definitions of educatonal terms and indicators. There is a case for an attempt to be made for a common terms and indicators. The extent of comparability is critical to the idea of a regional information exchange for, without comparability, no general analysis would be possible. Comaprability, also makes it possible for member nations to evaluate the relative effectiveness their own education model or education scheme against that of any one or all of the member nations.

Finally, I would like to reiterate that the exchange of information on educational innovations and research outcomes is crucial. All countries in the Asian and Pacific region face problems which are nearly similar but methodologies and strategies adopted to overcome these problems are somewhat varied. This is due, perhaps to the fact that each country has her own priorities in national development plans. However, it cannot be denied that the experiences and the expertise acquired by a country can be useful to other member country. Thus, the exchange of information and reports among countries in the Asian and Pacific region not only can help each member country to solve her problems but also to strengthen co-operation and solidarity within the region.

NEPAL

Surya Bahadur Shrestha

Background

Research Centre for Educational Innovation and Development (CERID) is one of the four research centres of Tribhuvan University and was established in 1976. The other research centres under the university are Research Centre for Economic Development and Administration (CEDA); Research Centre for Applied Science and Technology (RECAST); and Research Centre for Nepal an Asiatic Studies (CNAS). Apart from these research centres there are number of research agencies in the country.

Research Centre for Educational Innovation and Development (CERID) is undertaking various activities in the field of educational innovation and research. CERID as a research centre in the country aims at undertaking high level research, evaluative study, action research and experimental research. It also lays equal emphasis on disseminating new ideas and techniques for the improvmeent of educational programmes in the country. The Centre undertakes its activities in close consultation with the National Education Committee and the Ministry of Education.

The Centre publishes reports of research studies and innovative projects. It also brings out an annual journal entitled "Education and Development", and CERID Newsletters periodically. In addition, the Centre publishes occasional papers, feasibility study reports, compilation of articles /papers on current trends and topics of national significance.

CERID is a member of the Association of Development Research and Training Institutes of Asia and the Pacific (ADIPA). It is also an Associated Centre of the Asian Programme of Educational Innovation for Development (APEID) and Centre's participation as an associated centre in APEID's numerous activities has been quite significant. CERID

has collaborative relationship with a number of national and international organizations and institutes.

In this way it plays an important role in different capacities for the development of education in the country.

CERID's Disseminating Processes and Mechanisms

CERID publishes research reports, workshop reports, seminar reports, occasional papers, journals, newsletters, handbooks and other materials. The publications are distributed free of cost to related national as well as international institutes and organizations with which CERID has collaborative relationships. Thus CERID is adopting the policy of exchanging publications and materials.

Organizing seminars is another medium of disseminating research findings and information which CERID is adopting. CERID organizes various educational seminars at different levels. It conducts national, regional and international seminars inviting experts and specialists from different national and international institutes and organizations. The research findings are presented and discussed in detail in these seminars.

CERID conducts workshops at different levels as and when required on educational areas relating to school education and higher education. The series of workshops it has held on preparing low-cost instructional materials may be cited as an example.

CERID involves administrators, policy makers, senior researchers in the consultative and advisory panels of the Centre.

Abstracts of research findings are made available for wider dissemination within the country.

CERID's Collecting Processes and Mechanisms

The exchange of research reports and other materials with concerned national and international educational institutes and organizations is a regular activity of CERID. CERID has relationship with different institutes and research agencies in the country and other institutes in foreign countries. CERID is receiving related information and mateirals from collaborative institutes. Unesco is one of the institutes which sends its publication to CERID on regular basis.

CERID staff members especially engaged in research works attend national seminars organized by other institutes in the country. The

participants in the seminar discuss research findings and related matters and express individual views and comments.

Participation in regional seminars organized within the country or abroad in member countries is another medium of collecting information. Research personnel from CERID take part in such seminars and collect information and experience gained by participating countries.

Inter-country visits is another important means of collecting information and materials. CERID staff members visit different Asian and Pacific countries especially on the sponsorship of Unesco, APEID. The participating members receive opportunities to make personal contact and discuss related matters. Thus the participating members might strengthen their own knowledge and skill in their related fields.

Unesco organizes consultative meetings of member countries. In such consultative meetings the CERID's Chief takes part and discuss the matters of programming and planning. Thus CERID collects ideas and information from other member countries on their research works, innovative projects and related matters.

CERID's Collecting and Disseminating Processes and Mechanisms

There is no co-ordinating body as such at the national level in the country to collect and disseminate the research outcomes and information. CERID is adopting the process and mechanism of its won.

CERID works in close relationship with various educational institutes and organizations in Nepal. It has collaborative relationship with a number of international organizations viz. UNICEF/Nepal, IIEP, IBE, World Education, IDRC, NCERT, Unesco, CCE, ASPBAE and IIE (Stockholm). CERID is receiving different related publications and materials from these institutes and organizations. In the same way CERID also distributes its publications and other related materials to these institutes. Exchange of educational publications and materials is a regular process adopted by CERID for collecing and disseminating information.

As an associated centre of APEID, CERID is receiving almost all APEID publications. Particularly two important publications,one on Low Cost Educational Materials and the other on Education for Rural Development were widely circulated within the country.

The relevant materials which CERID is receiving are sent to some of the concerned institutes and organizations within the country. On the matter of specific concern and related with different institutes and organizations within the country, meetings are held at CERID where discussions

take place on the importance, methods and materials. Thus, information received from related institutes and organizations within the country or out of the country are submitted to related agencies for their attention and necessary action. Further discussions are also made, if necessary.

Existing Mechanisms

Exchange of educational publications and materials is one of the most effective measures of having up-to-date information on research outcomes and educational innovation with other countries in Asia and the Pacific. Thus exchange of research reports and other related publications should be regularized in the member countries.

Inter-country visit is another effective medium of exchanging innovative ideas and research findings. Inter-country visits make related personnel well informed. Such meetings with concerned specialists in the visited country and ideas might be widened and strengthened with personal discussion and observation.

Attachment programme also helps research workers in developing new ideas and techniques. Such programmes provide participating researcher the opportunity of working with talented personnel and of developing new skill and proficiency in their specific field of interest.

NEW ZEALAND

John E. Watson

The Role of The New Zealand Council for Educational Research

An obligation for disseminating knowledge on new developments has been accepted as the integral part of the mission of the New Zealand Council for Educational Research since its foundation 50 years ago. In varying ways, and with small shifts of emphasis over the decades, this commitment has found expression in provisions for specialized conferences and lecture tours, consultative and advisory work, distinctive publishing policies, the setting up of a specialized library service with access to international data bases, and by a readiness to link scholarly activities in New Zealand with those abroad. Indeed, during its earliest years, NZCER served as one of the main sources of information on education in New Zealand to the world at large, since at that time it coped with nearly all of the enquiries that are now handled by the National Commission for Unesco and the more recently-formed International Division of the Department of Education. The Council's commitment to a world-wide quest for wiser and more effective policies is thus rooted in its origins.

Dissemination Processes and Mechanisms

The implications for the futere of a small and distant nation like New Zealand of the world-wide burgeonigg of research were important considerations therefore in the plans developed 20 years ago for the expansion of NZCER's services and organizational capacity. These plans accepted the proposition that an appreciation of the role of relevant research should be promoted as a contribution to the developing professionalism of the

nation's teachers. This was not a new emphasis and over the years visitors have often commented favourably on the supportive attitudes towards research shown by our teachers. Much of the credit for fostering this outlook should be attributed to the country's universities and administrative leaders. The steps taken by NZCER in expanding its dissemination services to fulfill a distinctive role as a partner in this enterprise may be summarized under seven headings.

(1) Through its implementation of a more diversified publishing programme, and specialized marketing and distribution services. This now includes the publication and distribution to the public at large of a wide variety of research monographs, distinctive periodicals, the preparation and distribution of aptitude and achievement tests, a limited range of research-based teaching aids, and responsibility for importing and distributing almost all of the educational and psychological tests used in specialist educational services, hospitals, universities, schools and commercial firms.

Generally, this publishing programme continues to be self-sustaining in financial terms. The periodicals, research monographs, educational tests and teaching aids published by NZCER are normally designed and edited to a format that enhances their appeal to teachers, administrators, parents or other audiences expected to value and use them. Consequently, it is not uncommon for these varying clienteles to be represented in the shaping of the research programme that provides the basis for particular publications or aids. On the whole, our experience suggests that a judicious marketing of the outcomes of educational research produces more professional benefits than deleterious effects. But apart from the records of publications which have had to be reprinted regularly to cope with the demand for them, research on the manner in which teachers or others use them has been limited.

(2) In broadening its dissemination services NZCER has also welcomed requests from the teaching prefession and wider community for:

(a) A steady expansion in the conferences, seminars, training courses to which its staff contribute, regionally, nationally or internationally. While the Council's professional staff is small, all of its senior staff have also had some experience in contributing to conferences, workshops or seminars in the South Pacific, and more occasionally in SE Asia, on such matters as curriculum planning, national assessment, language policies, educational administration and policies for research management. It might be noted that in Fiji,

the Council has sponsored the establishment of scholarly society known as the Suva Institute for Educational Rerearch to provide a forum for promoting research, a context for visiting lecturers, and as an avenue for research collaboration.

(b) An extension of the consultative services it offers to kindred organizations, on research management, pupil assessment and evaluation, curriculum evaluation, editing and publishing. In the past decade, this has included continuing consultative services to the Republic of Indonesia on the planning of major national assessments. More spasmodically it has also included the provision of linguistic training in the Philippines, study tours for educational planners from Thailand, lecturing assignments at the Regional Language Centre in Singapore, and consultancy services in the South Pacific, on the reform of examinations, new services for handicapped children, bilingual education and on the fostering of poetry and creative writing.

(3) A continued servicing of requests for more personal advice on specific research interests received daily from teachers, principals, employers, parents or voluntary organizations. These enquiries are generally confined to New Zealand but occasionally they necessitate collaboration with colleages in Australia and elsewhere. It may be of interest that the Australian and New Zealand Councils for Educational Research have had a designated fund for pormoting collaboration between their staffs for over 25 years.

(4) As a means of advancing a broader appreciation of research NZCER has also promoted extensive lecture tours by prominent scholars from other countries as well as collaboration in international research projects and services to international agencies. Like most national research organizations, NZCER normally welcomes a good number of visitors each year but quests from the Pacific and Asia have hitherto represented only a modest proportion of those seeking invitations to work on their own projects in its offices.

(5) For the past 20 years NZCER has also collaborated in a modest way with efforts to create international abstracting services, and maintained a watching brief on the development of bibliographic or search and retrieval services for education and the social sciences in Europe, North America and Australia.

(6) In common with other research and development services, NZCER maintans a library specializing in works reporting educational research, and all aspects of education in New Zealand in general. This small library is open to anyone able to visit it and sees itself very much as a public library. But it is also an integral part of the national library system and active therefore in fostering interloan services and in collaborating in several contexts with other specialist libraries.

(7) Finally, NZCER has endeavoured over the past 10 years to develop a distinctive research information service for schools advisers and others who influence the professional judgements of teachers. This is represented by the publication of a twice-yearly periodical known as *set;* since 1980 this periodical has also been available to Australian schools.

The experience of NZCER over a long period has emphasized that the diverse nature of the clients for research information on educational matters (senior officials, researchers, teachers, parents, media representatives, etc.) and this requires that considerable attention be given to the analysis and interpretation of the information as well as to the specific needs of the user. Generally, policy makers, professional leaders and planners seek quick judgements or interpretations from senior research officers of known reputation for particular forms of expertise

Since 1974 NZCER has set out to supplement this personal service with a greater volume of printed information designed for quick and easy reading. Each issue of the *set* periodical contains about 15 short interpretative reports on research findings written in a non-technical style with illustrations and other eye-catching features and an emphasis on practical implications. The intention is to encourage the use of this information, in a variety of ways, by groups of teachers so it is presented in a loose leaf, attractively designed folio to encourage circulation and dispersal.

It should admitted however, that the extension of each of these dissemination services beyond the shores of New Zealand has so far been spasmodic and marginal. On occasions through the years NZCER has distributed complimentary sets of its publications to kindred organizations in Asia and the Pacific, usually on some kind of reciprocal basis. It has also exchanged annual reports, newsletters more widely. It has also shared more occasionally in some joint publishing ventures. But in the case of Australia and New Zealand, much closer relationships have existed over many years and these have resulted in various arrangements for joint planning, usually in developing and marketing educational tests but also for making research monographs and teaching aids available for purchase in the schools of each country.

Collecting and Assembling Research Information

Even in a country as small as New Zealand, it is evident that the educational sence is populated by a complex fraternity of professions and sub-professions differing widely in their understandings and judgements of educational and social phenomena. All of this has had a profound effect on the way knowledge about educational matters originates, is disseminated or influences practice. While maintaining an alert interest in advances achieved by information technology NZCER's procedures for assembling and storing reseach information have so for continued to be conventional, and relatively unsophisticated. As stated it maintains a library and an information section which collects documents, cassettes, books and journals related to the Council's responsibilities for promoting research and advisory services. These are catalogued and indexed so that they are readily accessible, most typically in the form of accession lists, bibliographies and similar kinds of listings. The process is essentially one of storage and retrieval, and is carried on with traditional tools, card catalogues and subject classifications.

Since the use of computer technology in the Council's information services is still limited, the documentary information available in its collection of periodicals, books and other reports has not really been subjected to evaluative or analytical processing in the contemporary sense. The most basic information the organization can provide is therefore a bibliographic citation or reference, the kind of information one normally obtains from a library catalogue or accession list. The most sophisticated "product" the Council's information service can produce, much too infrequently, is a literature review or "state of the art" paper. The middle ground is occupied by a considerable amount of personal consultation and correspondence, by annotated bibliographies and the results of searches of computerized data bases through the ORBIT of Dialog systems. These limitations in New Zealand's educational information systems have already been set out in a country paper prepared for an earlier NIER/APEID workshop in February 1983. It may suffice therefore, to simply summarize here three of the main points made on that occasion.

First, there is no single collection point for information in education in New Zealand, and NZCER has not yet been successful in obtaining adequate resources to implement plans for a coordinating service of this kind. This means, for instance that there is as yet no Index to New Zealand Educational Documentation parallelling the *Australian Index*, the *British Educational Index* or the *ERIC Indexes*.

Secondly, like most of the other institutions collecting information in New Zealand on education, NZCER does not collect all information.

For example, published research documents are more likely to be collected than unpublished papers, reports, or dissertations, and non-print items like video-film and cassettes are accessioned only occasionally.

Thirdly, that while NZCER enjoys good informal co-operation with other libraries and information centres and makes good use of the interloan system that gives access to the holdings of all libraries in the National Library system, it cannot be completely confident that it avoids waste or overlapping in its collection policy. It has not been created as national, coordinating body with special responsibilities for the careful collection of all social science information relevant to educational knowledge and practice in New Zealand.

It is indeed now debateable whether New Zealand should endeavour to create a sophisticated educational data-base making full use of the advances in information technology, or seek closer collaboration with larger systems located outside the country. There seem to be at least two possibilities at present.

First, the creation of a New Zealand educational data-base within, or a joint Australian/New Zealand data-base, in AUSINET, or secondly, the creation of New Zealand data-bases via DIALOG's private file facility. This option is seen by many as being the most attractive proposition, since DIALOG is regarded as the leading on-line system, and would allow New Zealand to benefit from the overall strength of the DIALOG organization. Most information workers in New Zealand are familiar with the DIALOG command language, and mounting New Zealand data-bases as private files would allow New Zealand and foreign data to be retrieved with one search. In addition the use of DIALOG would open up a world wide market.

It is evident however, that the data-bases within the DIALOG system have a very limited international coverage at present - less than 5 per cent of the entries in the past 3 years to the ERIC/RIE File for instance, have originated form outside North America. Of the countries linked in the APEID network only Australia has had a significant number of entries (825) in the three years since 1979. The entries from a country like Japan (73) with a large infrastructure for educational research do not exceed those of a small nation like New Zealand (92). Is this the explanation simply a question of language barriers?

There are of course other ways in which documents and research reports may be exchanged between the associated centres of the APEID network and through consultations or conferences attended by individual scholars and teachers. Small beginnings have been made in promoting collaboration between libraries, and in modest publishing ventures. But on the whole the exchange of educational knowledge and experience

between New Zealand and other member states of the APEID network has been very limited so far. It has been almost entirely dependent upon the interests of a small number of individuals, and so it is rarely systematic or extensive. Recent cultural agreements, the expansion of exchange programmes and other forms of intergovernmental cooperation suggest a growing interest in having this situation improved.

Assembling Information on Educational Innovations

In common with most research and development organizations in education, NZCER has had an interest in educational innovations for a very long time, and its research, publications and other activities have contributed at different times to the development of a climate conducive to educational innovation. An interesting illustration of the stimulus that has been created may be observed in the impact through the years of a small number of attractive books which have provided descriptive accounts of the imaginative programmes of individual schools. The outstanding example, published in several editions, during the 1960s was Elwyn Richardson's *In the Early World* (1964) but earlier examples were J.E. Strachan's *A School Looks at Life* (1939) and Vernon Griffith's *An Experiment in School Music-Making* (1941). Richardson's book was widely acclaimed internationally as an extraordinary anthology of children's writing and as a thoughtful, well-illustrated and serious portrait of a small country school where children were able to demonstrate the outstanding quality of their creative expression in writing, carft, and poetry.

In quite a different way, NZCER has also both promoted and recorded the development of national educational innovations. These have included research that has helped to introduce new examination systems, and to provide the basis for new achievement tests, or new teaching aids. A quite different example might be noted in the sponsoring of a review in the late 1970s of the innovations in museum education services for children which the Council administered in the late 1930s with funds provided by the Carnegie Corporation of New York*. In a variety of ways it has also been involved over many years with innovatory developments in early childhood education, and more recently, with the introduction of Maori-English bilingual education. In addition, with funds provided by a philanthropic foundation, it has in recent years provided small grants

* See Constance Hall: Grandma's Attic or Aladdin's Cave, Museum Education Services for Children. Wellington, NZCER, 1981.

direct to schools submitting proposals for innovations or changes in their educational practices or porgrammes.

These observations are intended to confirm that NZCER's interest in innovatory practices or developments has been many-sided and continuous, and that it has been expressed or represented in a variety of ways over the years. But on the whole, apart from the accession of reports in its library, or the descriptive accounts provided in various periodicals and other publications, it cannot claim to have developed a highly systematic procedure for collecting information on educational innovations in New Zealand, or from outside the country, and for disseminating this information to teachers, policy-makers or research workers within the country. A number of agencies are engaged in this process and they include the several services of the Department of Education, the teachers' organizations, the universities, teachers colleges and other institutions of higher education as well as the many voluntary, and professional associations involved in promoting educational advances.

PAKISTAN

Ahmad Ali Arain

The ideal behind exchange of all information whether inter country or intra country is that people must be able to learn from others, while at the same time conveying to them their own experiences. This is equally applicable to the exchange of information on research and innovations in education.

The means through which these exchanges can be effected are the communication systems: print media, broadcasting, and telecommunications. In the third world countries, the communication system widely used for flow of information - inter country and intra country - is the printed matter. But this media also looses some of its effectiveness because of cost of publishing, conditions of postal services, the lack of reading habits, low level of ability to understand the material, and lack of properly organized distribution networks. Moreover the written word takes longer to reach its potential users and thus looses some of its effectiveness.

The need is to strive to improve linkages between the producers of educational knowledge and the potential users. This will require devising strategies for more efficient networks of knowledge for better utilization - cost-wise and circulation-wise. For this, it would be worthwhile to explore the possibilities of greater use of broadcasting and telecommunication media as means of disseminating information on educational research and innovations.

Dissemination of Educational Research Outcomes

There is no institution or agency in the country exclusively responsible for educational research and dissemination. This is largely done by the Institutes of Educational Research which are basically degree awarding

academic institutions in their research activities except for some government sponsored projects.

The potential users of this research are teachers, school administrators and policy makers at the higher level. The information is disseminated through print material as well as seminars and workshops in English, Urdu or one of the regional languages depending upon who the audience are. The seminars and workshops at the national level are usually conducted in English, and at the regional or lower levels in Urdu or one of the regional languages.

The process through which our institution disseminates information on educational research outcomes is: (a) publishing reports on specific research outcomes, (b) bringing out an annual journal of education, and (c) organizing seminars and workshops on national level. Additional material is published from time to time in the form of series.

The journal: 'The Sind University Journal of Education' which not only incorporates research activities carried out by our own institution but other institutions within the country as well, is sold to the potential users within the country on demand, and also sent to other institutions outside the country in exchange. The printed specific research outcomes are sent only to the potential users within the country - especially Institute of Education and Research - free of cost.

We do not have any system of sending our reports on our research outcomes to other countries, mainly because we do not know which institutions would be able to benefit from our results and also due to the exorbitant cost of posting the material.

Workshops and seminars are organized to disseminate information to the potential users within the country. The participants are selected on the basis of their professional involvement in the relevant area. Such activities provide an opportunity not only for disseminating information but also for first-hand exchange of information. To name a few we have, in the past, organized such activities on Adult Education, Population Education, Examination Reforms, Science Education for Rural Area, Teaching of Science and Mathematics, and Use of Statistics in Education. These seminars and workshops are jointly sponsored by our Institute and other national and international agencies.

The material published from time to time in the form of series is usually meant for the consumption of our student population and therefore, is not circulated to other institutions within or outside the coutnry.

It may be mentioned here that the researches carried out by our institution are mostly on behalf of other agencies and therefore, the outcomes are generally passed on to the sponsoring agencies who are responsible for disseminating information.

Collection of Educational Research Outcomes

Our main regular source of information on research activities in the region are the Unesco publications - especially the newsletters. We also receive information from other agencies and Unesco supported institutions. This is all on voluntary basis and we do not subscribe to anyone of these agencies.

Within the country, our main regular source of information is the newsletter from the APEID Clearing House in Pakistan. We also receive the relevant information from other institutions within the country, though not on a regular basis.

We do not have a regular system of collecting outputs of educational research. Our criterion for collecting outputs of other institutions is the relevance of the material to our institutional needs.

Collection of Information on Innovation

The regular information from out of the country that we receive is through the Newsletter *INNOVATION*. However, there are other sources of this information such as books and visits of the faculty members to various institutions and agencies outside the country.

Within the country itself, our main regular source of information on innovation is the material published by the institutions and agencies involved in educational innovation, and we get this information as potential users.

We do not have any system of disseminating information on innovation thus collected to researchers and other potential users within the country. However, as far as our own innovation is concerned, the information is disseminated to the potential users through the University newsletter and our journal.

Exchange of Information with Other Countries

As mentioned in 1 above, the only media of exchanging information on research and innovation with other countries in Asia and the Pacific is our Journal of Education whch is exchanged on institutional basis, and that also in a very few neighbouring Asian countries and in Europe.

PHILIPPINES

Eleanor T. Elequin

Introduction

In view of the resurgency in the interest in research and development activities, the developing of the necessary skills and knowledge bases for the support of such actitivies, the focus on the dissemination of research outcomes is significant within countries in the region and across countries throughout the region.

The Programme for Decentralized Educational Development (PRODED) recognizes the role of research as an enabling mechanism in the reform of elementary education as it addresses itself to the issues to equity, efficiency and effectiveness. It sees the goals of research as projective and anticipatory and a research scene changing from that fraught with duplicating projects and ambiguous objectives to that which would have four components, namely:

1) A National Research Programme which will unify and focus research efforts through the State of the Art (SOA) programme and the Request for Proposals (REP) programme based on a system of priorities (See Appendix A, No. 9 for the dissemination requirement on the planning level).

2) Review and Evaluation Teams to ensure that the national research programme is kept responsive to current and anticipated needs to be beefed up with periodic, nation-wide consultations for synthesis into the priority areas.

3) A Network and Consortium Scheme which would work on the principle of sharing and maximizing pooled resources, within the regions and across the regions. The State of the Art programme is envisioned to provide indicators of research capabilities among the producers of research in the Philippine Association of Graduate Education (PAGE).

4) A Research Capability Plan to support the conduct of problem -

oriented, location - specific research.

A fifth concern to be incorporated into PRODED is to apply the "linkage model" that will undergird the dissemination programme. Collaborative interactions between the resource system and the user system over time are envisioned to become channels for rapid, effective and efficient transfer and utilization of knowledge. Dissemination and utilization are seen as interactive and exchanging phenomena and as such capitalize on many modes of communication. Their effectiveness requires a continuing concern for the problem solving processes of the user system.

The Dissemination Concept

Dissemination will be concerned with getting knowledge that is acquired or generated by PRODED into formats that are efficient, usable and applicable to the teaching practitioner, researcher or the educationally concerned community which includes other disciplines, producers of schooling materials, legislators, other ministries, policy makers, etc. (See Table I for levels of dissemination, channels and target audience location)

It has been observed that there is preference for information sources that are easy to use, the informal over the formal, and the local over the remote. The most preferred is another person, hence, the proposal that the invisible college be used as a channel of dissemination.

In published literature, the more recent the literature is, the more likely will it be used. In all likelihood, only a small portion of the published literature will be actually used. Whether a network such as the ERIC system will be an effective device for handling formal literature in addition to other formal and informal channels will need to be studied in the context of the region.

To facilitate the development of an actively communicating community of scholars in the context of disparate perspectives, research interests, styles and disciplinary roots as an input for the dissemination function avenues need to be organized in order to increase the research resources.

The organization for dissemination would involve three major facets, namely, information communication, information exchange and innovation diffusion with the following specific functions and targets:

1) Information Communication to serve traditional information needs
   a) One-way communication to researchers and research users
   b) Archival storage of such information

2) Information Exchange - aimed primarily at the research and development community. (For this paper the term used is the "Invisible College.")
   a) Identify and maintain a file of such researchers and maintain invitational conferences, provide free copies of unpublished papers and initiate an informal monthly newsletter on its activities.

3) Diffusion of Innovations System will develop descriptions of the innovations, submit them to a review panel and have them ranked in terms of likelihood of adoption. This can be developed for inter-regional usage as countries become aware of country capabilities. APEID can perform an active role in this area.

Recommended Strategies for the Region

(1) The importance of linking the non-formal sector with the research community, practicum teachers, teacher educators and other constituent groups through the dissemination of research outcomes, both product and process, through training needs to be underscored in addition to the variety of methods in the form of articles, pamphlets, books, etc., particualrly low-budget items.

(2) There is also need to look into the work of the Institute for Scientific Information (ISI) of Philadelphia which publishes for the world the Current Contents and Citation Index in the natural and social science fields. The Institute which is active in the study of the sociology of science has just assisted the Institute of Research on Teaching, Michigan State University, in their communications network for the Invisible College programme.

(3) Some countries have subscriptions to the ERIC network. We need to look into the extent of use of such a network. For the Philippines, this is housed in the Ateneo Campus.

The delivery of high quality, research based education that is relevant to everyday life requires the facilitation of public and professional awareness, that education is a priority field. What is discovered in research builds future research efforts and when possible imporves practice. Cumulative increases in facilitation, coordination, capacity and the development of strategies for the dissemination of research outcomes, includ ing their utilization, will help to fulfill the responsibilities of education.

Appendix A: Criteria for the Selection of Research Priorities (Considerations in the development of requests for proposals, review of proposed research and in setting directions for research)

1. Proposal should examine the area of research directly and justify how the area proposed is related to it.
2. Proposal should identify type of research and justify its potential contribution whether to the knowledge base and/or implications for the improvement of practice.
3. The research should be compatible with an issue in the area being studied.
4. The research design is sufficiently appropriate and of a quality to ensure its addressing reasonably the research question.
5. Proposal reflects knowledge of existing literature (Dissemination inputs would be not useful here).
6. Proposal should compliment either completed research or other studies underway.
7. Staffing should reflect required technical and/or experience qualifications.
8. Organization management components include adequate time lines and functional responsibility delineation.
9. Utilization/dissemination of results to appropriate audiences are described.

Table I: Level of Dissemination by Channels and Target Location

Levels	Channels	Target Location	
		Within Country	Within the Region
1. Spread–One-way giving of knowledge information, products, ideas and materials	Radio, TV broadcast	x	
	News release	x	
	Speaches	x	
	Journals, magazine articles	x	x
	Newsletters	x	x
	Project publications	x	x
	Documents to be entered into a proposed network	x	x
2. Exchange–2 way or multi-flow of information products, ideas and materials in relation to needs, problems and potential solutions	The Invisible College	x	x
	Unesco, WHO, UNICEF, RIHED, UNAFEI, SEAMEO	x	x
	User surveys	x	
	User panels	x	
	Site visits	x	x
	Peer sharing conferences	x	x
	Workshops	x	x
3. Choice to facilitate the consideration of answers to: a) What to borrow or adapt b) From whom to borrow c) How to borrow advantageously	Classroom try-outs	x	x
	Research based searches	x	x
	Catalogues with analyses of alternatives	x	x
	Traveling or on-site exhibits	x	x
	Field visits to project site	x	x
4. Implementation and/or verification to facilitate adoption, installation and utilization	Consultations	x	x
	On-user site location-specific technical assistance	x	x
	Locally tailored site specific training programmes	x	z
	Risk-free laboratory settings for the practice of new behaviour	x	x

REPUBLIC OF KOREA

Se Ho Shin

1. Processes and mechanisms adopted by KEDI in disseminating educational research outcomes produced by KEDI to users within the country and to those in the region of Asia and the Pacific

Korean Educational Development Institute (KEDI) is a judicial body established by law in 1972. Its primary function is to undertake comprehensive and scientific studies in educational goals, contents and methodologies to bring about changes and improvement in the Korean education. It is operated on government grants mainly, and undertakes 30-40 research projects covering areas of basic research, policy research and development research. Development research projects are mostly designed as part of curriculum material production, broadcasting materials (both audio and video) and other audio-vidual material production. For research and development work, KEDI has three divisions which are Basic and Policy Study Division, Curriculum Study Division and Broadcasting Division. Beside these three, KEDI has within its infrastructure one division called Educational Resources and Information Centre. It is by this centre KEDI collects and disseminates educational research outcomes domestically and regionally.

Until the end of 1982, 258 research reports, 1,874 teaching-learning materials, 415 educational resources, and 11 other educational materials have been produced and disseminated. Those KEDI research outcomes are disseminated through two channels, one is to mail them out as they are according to the mailing list, the other is to make summary or abridge of them to make short versions and then mail to appropriate individuals, institutes and agencies. When research reports are published, it is mandatory at KEDI that the authors make two kinds of summary of their publications. One is the 'executive summary' to help policy makers understand, and the other is so called 'mass-comm summary' to help press reporters and editors.

Recipients are mostly research institutions, schools, policy-makers in the Ministry of Education and provincial boards of education, participants (usually teachers, scholars and sometimes parents) and Education Committee Members, scholars and sometimes parents) and Education Committee Members of the National Assembly and others. Whether a product should be disseminated or not, and in what quantity and extension is decided by the Office of Planning and Coordination.

Educational Resources and Information Center in KEDI keep updating the domestic and international network for exchanging educational resources and information. Domestically, research publications and other resources are distributed to not only national or public libraries but also each university library and libraries in various research institutes registered in the network. KEDI is also maintaining information exchange network internationally. (Refer to Appendix I: A Network for Exchanging Educational Information). Currently 28 educational research instituttions from 14 countries are involved in the network,.

Information summary are also published and distributed to diffuse the research outcomes more widely. Those materials are disseminated in terms of abstracts, annotated bibliographies and sometime newsletter. In 1980, 'KEDI Research Abstract' was published to cover 148 regular research reports and 125 miscellaneous research reports published until 1980 since the foundation of KEDI. This is being disseminted through the network for exchanging educational resources. Research abstract will be published and distributed, annually in the future.

Educational Development, published bi-monthly treats 2-3 research reports conducted by KEDI and distributed to all schools and all county and provincial boards of education in the nation, and to other agencies and individuals concerned. KEDI also publishes *Trends in Educational Research* quarterly every year since 1982. This is again distributed to institutions, individuals and libraries of concerned. *Weekly Information Data* (mimeographed) is also prepared for mainly internal circulation purpose which carries KEDI news, books and materials newly purchased and some research articles of interest taken from journals of educational psychology, educational sociology, educational technology, etc.

In addition KEDI started to publish English version of KEDI research reports selected from previous year's undertakings. Ten best reports will be selected and translated into English for international dissemination.

KEDI is also publishing one academic journal, *Korean Education*. It is mandatory to attach English resume at the end to help international readers. This is published once or twice a year and disseminated to individuals and institutes engaged in educational research.

After years of frustrating experiences in dissemination of educational

research outcomes, it is now regular practices at KEDI that the project leader is encouraged to invite at least one policy maker and one teacher and participate, on an ad hoc basis, in the process from the begining. This is, of course, to help better dissemination of the outcomes.

KEDI's frustrating experiences in dissemination has also been caused by its limited capability in dissemination. KEDI could not meet the ever growing demand for free R and D publications from grassroot level and from academic community. This continued for years which led to observe a private publisher pirating KEDI publications in 1979. Since 1979 KEDI has been requesting to its boards of directors and government to allow KEDI distribute her publications to users on expenses. Owing to this effort KEDI is now authorized by its constitution to supply its products to users on non-profit base, which allows KEDI produce more in quantity for wider dissemination. Audio and video tapes take the largest part of the request from schools these days.

KEDI has also been publishing professional publication series. The following are the publications in series so far published.

1. Explorations in Basic Direction of Korean Educational System Improvement
2. Search for Better School System and Curriculum
3. Comprehensive Report on E-M Project
4. Education and Social Development for Year in 2000
5. Theories and Practices of Integrated Curriculum

Beside these volumes, KEDI is planning to publish the following research publications as the second 10 volume series in addition to the first 5 volume series.

They are as follows:

1. Patterns of School System and Educational Administration System
2. Cross-cultural Comparative Studies in Elementary and Secondary School Curriculum
3. Studies in College Entrance Examination System
4. Studies in Educational Administration System
5. Studies in Educational Finance in Korea
6. International Trends in Education for Gifted
7. Curriculum and Instructional Innovation in Korean Elementary Schools
8. Studies in Equality, Equity and Accessability to Higher Education in Korea
9. Evaluative Study in High School Normalization Policy in Korea
10. Study for Teacher In-service Training Programme Model Development

KEDI is also operating 5 demonstration schools (Elementary) to disseminate instructional and/or educational TV and radio programmes to other schools concerned. Local educational research institutes and demonstration schools are provided by KEDI with video and audio teaching-learning materials developed by KEDI.

II. *Processes and mechanisms adopted by KEDI in collecting outputs of educational research produced by other institutions within and outside of the counthy*

One of the high priority of KEDI Educational Resources and Information Center (KERIC) activities is in collecting educational research findings in and out of the country. The educational resources and information are collected through three different ways, which may be termed as purchasing, exchanging, and donation.

New publications, research reports or academic journals are collected from both domestic and international agencies through purchasing. The necessary resources are purchased after the Committee of Resource Management deliberates the purchasing book list proposed by researchers for undertaking of research activity every quarter. Currently 16 domestic and 191 foreign academic journals are taken in by KEDI every year. And also 138,609 sheets of ERIC microfiche covering 105,937 topics have been purchased. They are open to be used even for outsiders from other educational institutions concerned.

Educational resources and information are interchanged with various research institutes in Korea and educational research institutes abroad through the exchanging network. Nationally a joint agreement was made on the mutual exchange of research reports or periodicals as well as on inter-library loaning system which makes it possible for member institutions loan resources one another.

In addition, other relevant resources are also collected through donations. The M.A. theses and doctoral dissertations passed and published by all universities/colleges in the country are collected through request and donation every year. Research reports and occasional papers which are also collected by donation are classified, analyzed and published in a form of bulletin by KERIC.

Due to newly joined DACOM communication network through satellite, KEDI researchers as well as authorized outsiders are now accessible to research data, articles, books, journals preserved at the member institutions in U.S.

III. Processes and mechanisms adopted by KEDI in collecting information on educational innovation implemented both within and outside of country and disseminating the information thus collected to researchers/policy makers within the country

KEDI has been taking the role of co-ordinating agencies for the 13 local educational research centes attached to provincial/special city boards of education since 1975. It was through this network that KEDI collected more than 100 innovative action research cases in 1975 from which 50 were selected to be included in the publication, *Collection of Educational Innovation Cases* published in 1976.

KEDI also collected innovative educational research and development projects of national or equivalent scale. This was to respond to the request from the APEID in the form of contract. This collection was translated into English and published and distributed to APEID associated centres in the region.

KEDI is keeping purchasing the whole ERIC microfiche package every year since 1975 which is open to users in and out of KEDI. Printing services are also available at KERIC (KEDI Educational Resources and Information Centre) on expense in the case of users out of KEDI.

As mentioned earlier, KEDI is maintaining publication exchange newtork with 28 distinguished educational R and D institutions in 14 countries (Refer to the Appendix II, List of institutions exchanging educational information with KEDI).

Being an associated centre of APEID, KEDI is collecting all the APEID publications which are mostly concerned with educational innovations. Some of these publications are occasionally translated by KEDI and introduced to policy makers and other individuals concerned.

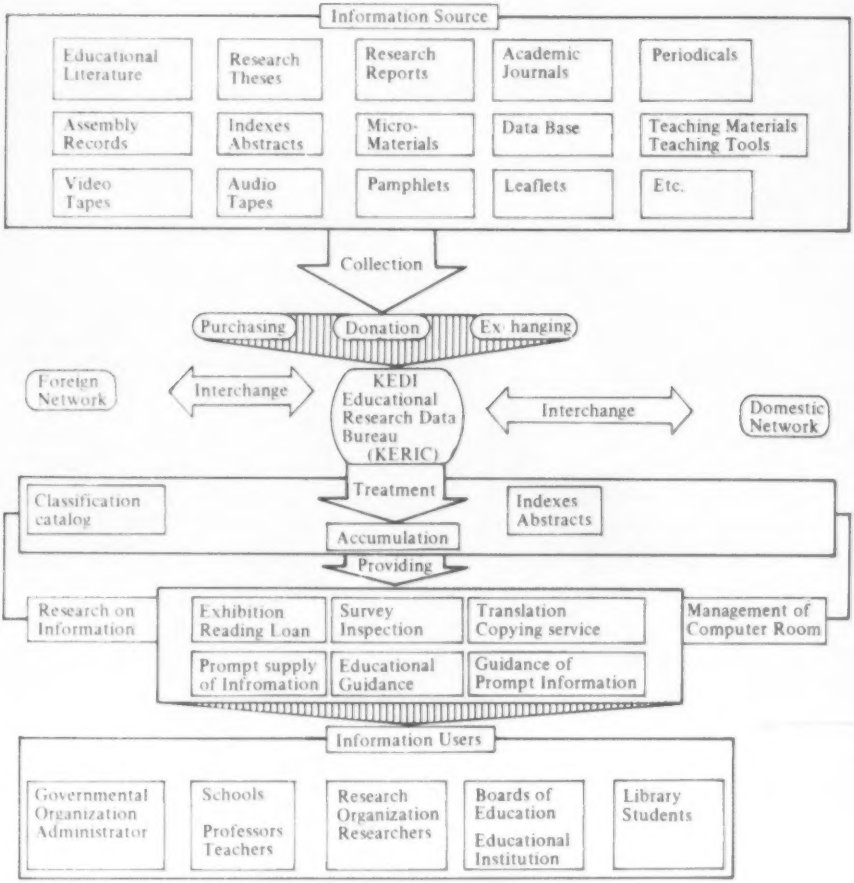
KEDI also joined the international information network system through satellite called DIALOG. It is through this system that KEDI researchers have good accesses to innovative educational research outcomes in the world. It is open to individuals from research community out of KEDI on expense.

To respond to requests expressed by foreign visitors and institutes with which KEDI shares publications and information, KEDI publishes *English Abstracts* of KEDI research reports and occasional papers (in English). Due to limited resources English translation and its publishing has not been satisfying one in its quantity and frequency in the past. This looks likely to be continued for the time being.

IV. Existing mechanisms, for exchanging the research outcomes and information on educational innovation with other countries in Asia and the Pacific

KEDI does not have particular mechanism just to exchange research outcomes and information on educational innovation in the region. As mentioned previously KEDI is exchanging mostly publications including educational research reports with some of the educational R and D institutions in the region such as NIER, ACER, NCERT and NZCER.

APPENDIX I: A Network for Exchanging Educational Information



Appendix II: List of Institutes Exchanging Educational Information with KEDI

1. National Institute for Educational Research, Tokyo, Japan
2. Research Institute for Higher Education, Hiroshima, Japan
3. ACEID (Aisan Centre of Educational Innovation for Development), Bangkok, Thailand (UNESCO)
4. Center for Educational Innovation and Technology, Thailand.
5. National Institute of Educational Planning and Administration, India
6. State Council for Educational Research and Training, India
7. The Australian Council for Educational Research, Australia
8. New Zealand Council for Educational Research, New Zealand
9. Northwest Regional Educational Laboratory, Portland, U.S.A.
10. CEMREL (Central Midwestern Regional Educational Laboratory), St. Louis, U.S.A.
11. National Institute of Education, U.S.A.
12. IBE, Switzerland
13. UNESCO, France
14. The National Center for Educational Documentation (CNDP), France
15. Institute National de Recherche Pedagogique, France
16. The Institute of Development Studies at the University of Sussex, United Kigdom
17. Institute of Education, University of London, United Kingdom
18. The Scottish Council for Research in Education, Edinburgh, United Kingdom
19. Scottish Council for Educational Technology, Glasgou, United Kingdom
20. Research Insitute for Education in the North of the Netherland
21. German Institute for International Educational Research, Germany
22. Inter Nationes, Germany
23. State Institute for Educational Research and Planning, Germany
24. Denmarks Paedagogiske Institute, Denmark
25. The Swedish Institute, Sweden
26. National Board of Education, Sweden
27. Institute of International Education, Sweden
28. Metropolitan Toronto Library Board, Canada

SINGAPORE

Tan Wee Kiat

Introduction

In education, as in other fields, knowledge is extended and expanded through research and development. Research and development, however, must lead on to dissemination as otherwise several disadvantages will arise.

a) Educational workers in other institutions within and outside the country may not know that the questions that they are interested in have already been asked (and even perhaps answered). Duplication of work, if it is not for the purpose of replication or teaching, is costly and time-consuming.
b) Workers in other fields besides education may not know that some kinds of research used in education may hold promise for their fields of study e.g. sociology, social work, psychology, etc. Of course the reverse direction of flow is also to be encouraged.

In contrast, the desire to disseminate what has been researched and developed leads to several distinct benefits.

a) Dissemination means that educational researchers can have knowledge of one another's results. With this knowledge further refinement of studies can eventually be expected to add to the storehouse of human knowledge.
b) The potential users of educational research finding are (i) teachers, and (ii) educational policy makers. The educational researcher who is conscious of such readers' background will try to convey his findings in a form comprehensible to them. This kind of dissemination is as important as the dissemination to be promoted between researchers themselves.

Since dissemination is regarded as highly desirable what are the constaints that prevent free and full dissemination? Basically there are two constraints:

a) Some kinds of research may result in findings that are disadvantageous to certain groups on the grounds of race, language religion, socio-economic status, etc..
Release and dissemination of such results may lead to agitation. Policy-oriented research and its findings, as opposed to research-oriented policy, are thus less likely to be widely disseminated.

b) Dissemination costs money - the wider the circle of dissemination the more it would cost in terms of printing, packaging and postage. Such a cost would be recovered if the flow of dissemination is two-way.

With the preceding remarks serving as an introduction as well as backgound, we now look at the 4 questions posed one by one.

Question 1:

What are the processes and mechanisms used by the Institute of Education, Singapore in disseminating educational research outcomes produced by the institute to users

i) within the country, and
ii) in the region of Asia and the Pacific?

The Institute produces a number of publications that serve to disseminate information on research. These are –

Singapore Journal of Education
Teaching and Learning
Research Monographs
IE Occasional Papers
REACT (Research and Evaluation Abstracts for Classroom Teachers)

The general policy is to bring such publications within the reach of teachers and thus the prices charged are calculated on the basis of recovering costs i.e. non-profit motivated.

Many teachers purchase these publications with their own funds.

In addition the Ministry of Education provides a subsidy of S$5 per teacher per year. This amount is paid into the school's fund and the principal and staff decide what publication to buy. Small as this subsidy is, there are other locally produced publications brought out by the Curriculum Development Institute of Singapore (CDIS) that also compete for this source of funds eg. publications on innovative projects carried out by schools.

The Institute's publications are also distributed free to senior officials who are instrumental in formulating policies in the Ministry of Education.

Dissemination in the region of Asia and the Pacific remains rather limited at the moment.

Question 2:

What are the processes and mechanisms adopted by the Institute of Education, Singapore in collecting outputs of educational research produced by other institutions within the country and the region?

The Library of the Institute serves as the collecting agent as it has a special budget for purchase of books, journals and educational tests, much of which comes from overseas. The Library subscribes to 434 journals and receives another 61 through donation or exchange.

The Library also has contact with 53 overseas libraries, societies and institutions. APEID and UNESCO (Bangkok) are among the organizations that send us their publications regularly.

The process of choosing journals and tests for the Library is facilitated by a Periodicals Selection Committee and a Tests Selection Committee comprising lecturers from different disciplines.

Questions 3:

What are the processes and mechanisms adopted by the Institute of Education, Singapore in collecting information on educational innovation implemented both within and outside of the country and in disseminanting the information thus collected to researchers/practitioners/policy makers within the country?

a) Before describing the process of dissemination within the country it is perhaps best to discuss ways of disseminating within the institution itself. In our institute this internal dissemination is done in serveral ways.

b) Upon receipt of the publication by the Library the staff member who recommended purchase of the publication (report, thesis, book, test) is notified.

c) A monthly accessions list of new books is issued by the Library to all members of staff.

d) A staff member may request that the 'contents' page of 3 publications be sent to him. Thus, whenever a new issue of the publication comes in, the staff member receivves a xerox copy of the 'contents'.

One of the IE publications mentioned earlier called REACT (Research and Evaluation Abstracts for Classroom Teachers) is sold at cost price to teachers (S$1). The number of copies sold is about 7,500. (The number of primary and secondary teachers is about 18,000.) Copies of REACT are also given to senior education officials in the Ministry of Education Singapore.

The process of collecting information from outside the country is facilitated by the facility known as 'retrospective searching'.

a) The Library subscribes to a number of abstracting and indexing journals (Resources in Education, Current Index to Journals in Education, Education Index, British Education Index, Dissertation Abstracts, International British Education Theses Index). These abstracts enable staff to conduct a manual retrospective literature search.

b) The staff also has access to DIALOG On-Line Information Retrieval System run by Lockhead Information System of Palo Alto, California. The service is made available by the Singapore Institute of Standards and Research (SISIR). More than 100 data bases, including the ERIC data base, are available on the DIALOG system.

Question 4:

What are the existing systems, if any, for exchanging the research outcomes and information on educational innovation with other countries in Asia and the Pacific?

The Institute has links with the SEAMEO (RELC, INNOTECH, RECSAM), APEID, NIER and Unesco. One of the recent conferences at INNOTECH (June, 1983) focussed on the problem of dissemination of research information. Links can be strengthened and improved. One of the aims and achievements of the present conference will be the establish-

ment and strengthening of such links between educationists in the countries of Asia and the Pacific.

Additional remarks

The following information may help the reader to get a better picture of educational research, and the exchange of research outcomes, in Singapore.

The main organizations conducting research into various aspects of educational research are:

The Ministry of Education
The Institute of Education
The Curriculum Development Institute of Singapore
The National University of Singapore
The Regional Language Centre, Singapore
The SEAMES Regional Language Centre, Singapore
The Regional Institute for Higher Education and Development
The Institute of South-east Asian Studies.

At present there is no single national co-ordinating body for research and dissemination. Each organization undertakes its own programme of research and dissemination within and outside the country.

In the case of the Institute of Education the main audiences of its research are:

a) Policy planners at the Ministry of Education
b) Fellow-researchers, principals and inspectors
c) School teachers.

Policy planners in the Ministry have a meeting every fortnight chaired by the Minister for Education (these meetings are known as the Ministerial Committee Meetings or MCM for short). Papers for the MCM are preceded by a short summary (3 pages or less) accompanying its submission. For school teachers the publication known as REACT (Research and Evaluation Abstracts for Classroom Teachers) is written and illustrated in a way aimed at motivating teachers to purchase, to read and to keep as reference resource mateiral.

No formal research effort is organized to guage the effectiveness of the dissemination. In the case of REACT, which sells 7,500 – 8,500

copies, every issue carries a questionnaire aimed at seeking whether the issue is readable, interesting, and useful to teachers. Several hundreds responses are obtained for each issue and analyzed for possible trends in the readership.

The National Library is empowered to serve notice to all publishers to submit 5 copies of every publication that is distributed. Thus, all publications (journals, occasional papers, REACT) are sent to the National Library and kept in the archieves.

The dissemination of IE publications is facilitated by the appointment of certain committees of lecturers to look after the process of publication and, hence, dissemination. The committee members are appointed by the Director/IE and membership may be changed from time to time.

In-service courses, for principals and teachers, are also used as a means of disseminating research outcomes. In addition, of course, postgraduate students leading for higher degrees are exposed to research outcomes and themselve help in the dissemination process. It would be helpful also to have regular conferences, on the style of the Annual AERA Conference, to disseminate research outcomes but so far conferences have not been held on a regular basis. (The Ministry of Education, the Institute of Education and the Regional Language Centre have held various conferences on their own).

In principle copying of IE publication requires the prior approval of the Institute. However, there is no intention to use up manpower and resources to check on this. (In Singapore copying facilities are available almost everywhere at very low cost.)

The IE library is responsible for the collection of print materials and the Educational Technology Division of the Curriculum Development Institute is responsible for the collection of non-print materials (films, tapes, etc.). Both agencies help to disseminate information on the materials available through the regular issue of catalogue listings.

SRI LANKA

W.A. de Silva

Introduction

Currently there is no national co-ordinating body for educational research and dissemination. Educational research is being undertaken by a number of different organizations and persons, chiefly,

(i) The academic staff and postgraduate students of the Faculty of Education, University of Colombo
(ii) The academic staff and postgraduate students of the Departments of Education in the Universities of Jaffna Peradeniya
(iii) Certain sections of the Ministry of Education such as the Curriculum Development Centre and the Guidance, Evaluation and Research Unit
(iv) The Research and Planning Division of the University Grants Commission
(v) The academic staff of Colleges of Education
(vi) Non-governmental organizations like the Marga Institute and the Sarvodaya Institue.

The Faculty of Education of the University of Colombo is the foremost institution in the island where educational research is regularly carried out by the academic staff and postgraduate students. This paper attempts to set out the position in respect of the Faculty of Education.

Porcess s and mechanisms adopted by our institution in disseminating educational research outcomes produced by our institution to users within the country and to those in Asia and the Pacific

Theses and dissertations embodying research carried out by students

and accepted in fulfilment of requirements for postgraduate degrees are placed on permanent reference, one copy in the Faculty of Education Library and another copy in the main library of the University. Users of these libraries are free to refer to these theses and dissertations.

If the Board of Examiners is of the opinion that a particular thesis of dissertation which has been accepted is suitable for publication, permission is granted to the author by the University to publish it either in the same form or in an abridged form.

Reports on research carried out by the members of the staff are also placed on permanent reference in the Faculty of Education Library as well as the main library of the University.

The National Education Society of Sri Lanka based in the Faculty organizes regular meetings open to all members as well as non-members interested in the study of education at which research outcomes are presented and discussed.

In addition, the National Education Society of Sri Lanka publishes its journals in three languages, Sinhala, Tamil and English. The Sinhala journal is published thrice a year while the English and Tamil journals are published less frequently. The English journal is distributed abroad on an exchange basis.

The University provides a forum for the publication of staff research in the *University of Colombo Review* which is now published only once a year. It is, however, hoped that the number of issues per year will increase in the near future. Contributions by members of the staff of the Faculty of Education appear regularly in the *University of Colombo Review* which is available outside the country on subscription as well as on an exchange basis to institution.

The Sri Lanka Journal of Social Sciences published by the Social Science Committee of the Natural Resources, Energy and Science Authority of Sri Lanka and the *Marga Journal* published by the Marga Institute also publish articles by the Faculty staff based on their research.

The Faculty staff also publish in educational journals printed in the United Kingdom, Australia and Russia which are no doubt available to persons and institutions in the region of Asia and the Pacific.

The Annual Report of the Council of the University of Colombo lists publications by staff members, research projects completed and research in progress.

The Sri Lanka Association for the Advancement of Science through its annual sessions, sectional meetings and publications provides facilities for the dissemination of educational research findings.

Processes and mechanisms adopted by our institution in collecting outputs of educational research produced by other institutions within our country and this region

An attempt is made to subscribe to as many local and regional publications conveying the outcomes of educational research as possible within the financial resources available. Libraries are contacted for copies of articles and authors for offprints of research publications that are of interest.

Processes and mechanisms adopted by our institution in collecting information on educational innovation implemented both within and outside of the country and in disseminating the information thus collected to researchers/practitioners/ policy-makers within the country

No special process or mechanism is required for collecting information on educational innovation implemented within the country. Sri Lanka being a small country with a unitary form of government under which educational planning and implementation are highly centralised processes information becomes easily available through Commission Reports, White Papers, Reports of Parliamentary Discussions and ministry and departmental publications.

Information on educational innovation implemented out of the country is collected mainly from publications.

Those researchers and practitioners who enrol on the courses conducted by the Faculty imbibe this information in the normal course of study through lectures, seminars, tutorials and other forms of instruction.

There is no direct dissemination to policy makers.

Existing mechanisms for exchanging the research outcomes and information on educational innovation with other countries in Asia and the Pacific

There is no mechanism for this at present.

THAILAND

Wichien Ketsingha and
Sman Chatiyanonda

Introduction

There are at least two institutions that have the responsibility to undertake educational research in Thailand. These are the Office of the National Education Commission (NEC) and the Department of Curriculum and Instruction Development (DCID). These two institutions have quite different responsibilities, in brief, the NEC performs policy oriented educational research and DCID undertakes mostly educational research in the field of curriculum and instruction. However for educational planning purposes the DCID has to perform some policy oriented researches as well. The process and mechanism of disseminating and collecting educational research outcomes of these two organizations are similar. Details of works of NEC and DCID will be cited briefly as follows:

The Office of the National Education Commission (NEC) is a national planning and policy-making body in education sector. The NEC co-ordinates all educational operating agencies and institutions in planning and policy making activities, while the DCID coordinates all educational research activities conducted by agencies within the Ministry of Education. It prepares the national education policy as well as short-term and long-term national education development plans. It also advises the Cabinet and the Prime Minister on educational matters.

To help the Office fulfill its functions, the Education Research Division conducts research studies to:

1) support the formulation of the national education policy and plan,

2) monitor and evaluate educational innovations in action,
3) develop research techniques,
4) encourage educational development, and
5) meet the urgent needs requested by top administration, the Cabinet and/or the Prime Minister.

In addition to conducting research studies, both institutions also promote and disseminate research findings through printed materials and organization of meetings and seminars. The research studies cover all types and levels of education. The publications of the studies are mostly in Thai.

Processes and Mechanisms in Disseminating Educational Research Outcomes

Under this topic, the discussion will center around 3 headings: the research outputs, dissemination and clienteles.

The research outputs: The outputs of the NEC and DCID research studies or projects are usually seen in 3 different types - the study/project reports, seminar reports, and summary or abstracts for journals, couriers and newsletters.

1) The first type, which is the *research report*, contains complete accounts of the study/project from rationale, methodology, analysis, findings to recommendations.
2) The second type is in the form of *seminar report*. This report is a collection or rather a presentation of the research findings, discussions and comments of the seminar participants and their suggestions for further actions to be adopted by corresponding responsible institutions.
3) The last type of outputs to be mentioned here is *the research summary or abstract*. This paper can be prepared as soon as the analysis has been completed for general circulation before the complete research report is finished and printed.

Most of the research outputs are reported in Thai language only for national circulation. There are few exceptions. The reports are published in English only when the studies/projects are funded by international organization.

Dissemination: For each research study/project at the NEC and DCID, dissemination of the result normally employ 3 different approaches.

1) At first a summary of research findings can be prepared for general circulation in regular publications to make the general public aware of the results of the study/project completed. The information is disseminated primarily using the NEC Journal, NEC Educational Courier, NEC Educational Research Newsletter, DCID Journal of Educational Research and DCID Educational Research Information Courier. In addition the information is also sent to other publications of the likes and also to newspaper educational columns.
2) The next step is to hold a technical meeting or seminar for representatives of the concerned educational agencies and institutions.
3) The dissemination of the complete accounts of the research is the research report. The government funding for this purpose usually limits the printing volume ranging from 500 to 5,000 copies depending on the size of the report and budget received.

The distribution of the above mentioned publications is free of charge. All governmental education units will receive a copy each while most public libraries will receive 2-5 copies. Other than these can obtain a copy or more upon request.

Clienteles: Clienteles can be grouped into 2 main groups; institutional and individual.

1) Institutional clienteles can be classified into the following 3 groups:

    a) All educational agencies or institutions will receive all types of NEC and DCID publications, reports at no cost and with no request.
    b) Educational and non-educational agencies or institutions being studied in the research, with an inclusion of the parental organizations at different hierarchical order will definitely receive the research report. And when invited to send representatives to participate in the research seminar, they will also receive the seminar report also at no cost and with no request.
    c) Non-educational organizations with special interest may request for particular research report or other publications also at no cost.

2) Individual clienteles mean the following persons.

a) The individual subscribers of the NEC regular publications; the NEC Journal, NEC Educational Courier and the NEC Educational Research Newsletter.

b) The seminar participants which include educational practitioners and educational technocrats will receive the seminar report and may request for the research report.

c) General public with special interest on any specific study/ project may request for copies of the research reports, seminar reports as well as other regular publications.

All of these individuals can obtain the kind of publication relevant to each group at no cost.

Processes and Mechanisms of Collecting Educational Research Outputs within the Country and this Region.

The NEC's Educational Research Division collects educational research outputs regularly in 2 manners which are the biannual national research symposium and publication of educational research bibliography.

National Research Symposium: The Educational Research Division organizes on behalf of the NEC a national education research symposium every other year. The major purpose is to collect and compile for dissemination not only educational research outputs but also educational related research output on a regular basis.

The synthesis of the research findings by disciplines and levels of education is published and distributed as reference for future research by interested agencies. Publication of the synthesized volume is made. Dissemination of all publications in relation to the Symposium is executed to various organizations as mentioned in Section of Clienteles.

Educational Research Bibliography: The NEC's Educational Research Division compiles listings of current educational and educationally related research which also includes the master's theses and doctoral dissertations. This bibliography is produced rather irregularly due to lack of staff. It is being printed in memographs and circulation is still rather limited. However, the Division's intention is to push forth for financial support to be able to produce, publish and circulate this material on a regular basis possible in the near future.

Processes and Mechanisms of Collecting and Disseminating Information on Educational Innovation Implemented within and outside of the Country.

The Educational Research Division makes a nation-wide survey of primary education innovations for the first time in 1983. This activities has been carried out as a part of the 5-year project on "Research and Planning for the Educational Development (Primary Education)." The survey forms were sent to every district and provincial primary education offices. The questions asked are about their data system, research implications, and innovations in actions. The analysis of the returns are divided into 2 separate sections: the research and data system and the educational innovations. Presently the returns are being analyzed and should be ready for further publication sometimes in early 1984. The publications as well as the distribution will be in Thai language and rather limited for national circulation only.

Existing Mechanism for Exchanging Research Outcomes and Information on Educational Innovation with Other Countires in Asia and the Pacific

Since most of the research publications are in Thai language, the circulations are consequently limited to the national scale. There are some exceptions in such cases as when the research porojects are funded by ineternational organizations, the reports are produced in English. There is another exception that abstract of the articles published in the Thai Journal of Educational Research are translated into English and printed at the end of the Journal.

The international exchanges take place only when the Thai representatives are invited at the international meetings of some sorts (i.e. seminars, workshops, conferences).

The circulation at such meetings is usually in the form of country papers which are prepared in English especially for those particular occasions.

Summary

Since these two organizations are national organizations, therefore their main priority is to service at the national scale. All of the works accomplished by the Office are directed towards the development of the national education policy and plan and, in general, educational development.

However the organizations wish to promote their works at the international level, actions are rather restricted by many regulations and rules on the utilization of governmental budgets and expenditures.